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ABSTRACT

This is the fifth of five volumes of essays in the form of recommendations for the improvement of programs, services, and activities offered through vocational-technical education in North Carolina. The volume explains the rationale for and comments on 15 recommendations prepared by the State Advisory Council on Vocational Education for fiscal year July 1989-June 1990. Topics covered by the 15 resolutions are the following: (1) provision of work experience programs; (2) legislation on guidance services; (3) funding for a North Carolina Institute of Technology; (4) centralization of administration of state student financial aid; (5) measures to improve attendance and dropout rates as student performance indicators; (6) adoption of policies to guarantee employability skills; (7) measures to strengthen communication between various state education boards; (8) procedures for public hearings on state plans; (9) requiring local impact statements; (10) establishment of regional vocational education advisory committees; (11) establishment of a joint committee on allied health and nursing; (12) requirements for vocational education for high school graduation; (13) literacy education for the future; (14) making the North Carolina Vocational Textile School an affiliate of the North Carolina Community College System; and (15) the Vocational Competency Achievement Tracking System as a "Worklink" prototype. (KC)

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A COLLECTION OF ESSAYS:
Recommendations Related to Education in General and Vocational-Technical Education in Particular

VOLUME V:
JULY, 1989 - JUNE, 1990

LOOKING BACKWARDS -- LOOKING FORWARD

Developed by
The North Carolina Advisory Council on Vocational Education
530 N. Wilmington Street
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E. Michael Latta, Executive Director

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(2) ... That the State Superintendent of Public Instruction "Seek a Legislative Policy for Guidance" and That the State Board of Education Endorse This Effort. 2

(3) ... That the Governor Request in His 1991 Biennial Budget Funds to Build, Equip, and Staff a New Education Institution to Be Called "The North Carolina Institute of Technology." 3

(4) ... That the Governor, Through the Issuing of an Executive Order, Designate a State Agency as a "Central Processing Center" for All *State-Administered* Student Financial Aid to the End That a Prospective Student Would Have to Complete Only One State Application for Consideration by Any *State-Administered* Financial Aid Program. 4

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PREFACE

One of the duties of the State Advisory Council on Vocational Education is to give advice to the Governor, the business community, the general public and to the state's education boards on what might be done to improve the quality of programs, services and activities offered through vocational education. In implementing this assignment of federal law under the Carl D. Perkins Vocational Education Act, P.L. 98-524, as amended, the State Advisory Council has issued a number of recommendations over its existence of twenty years.

The rationale for each recommendation of the State Advisory Council on Vocational Education, by fiscal year since 1985-86, has been compiled. This is the fifth of five volumes of essays in the form of recommendations that have been organized by topic and printed in one place. It should be noted, however, that an earlier document under the title *A Compendium of Reports, Policy Statements, Studies, and Other Activities Since 1969* was issued in July, 1986. The document includes all of the recommendations from 1970, when the State Advisory Council issued its first Annual Report, to 1985 as well as responses to the recommendations, if known.

The members of the State Advisory Council on Vocational Education and I hope those who read this volume will benefit from that experience.

E. Michael Latta
May, 1990

INTRODUCTION

While there is no legal obligation for the State Advisory Council on Vocational Education to do so, an annual report is published at the end of each fiscal year. In each annual report, the recommendations of the State Advisory Council on Vocational Education for that particular fiscal year are included. However, the full rationale for the recommendations are not included. The purpose of this volume is to bring together each recommendation for a specified fiscal year along with the rationale for each recommendation.

This volume covers fiscal year July, 1989 - June, 1990, under the annual report title of *Looking Backwards -- Looking Forward*.

SECTION 1

In the words of President Bush: "From now on in America, any definition of a successful life must include serving others."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION ADOPT A POLICY TO ENCOURAGE EACH LOCAL BOARD OF EDUCATION TO PROVIDE A "WORK/SERVICE" EXPERIENCE FOR EVERY HIGH SCHOOL STUDENT AND FOR THE "WORK/SERVICE" EXPERIENCE TO BE REFLECTED ON THE TRANSCRIPT OF EACH STUDENT.

Adopted on August 25, 1989

Like anything else, a "Work/Service" experience can be either good or bad. It is believed by the State Advisory Council on Vocational Education, hereinafter called "The Council", that a "Work/Service" experience for every high school student should be viewed as good, especially if the "Work/Service" opportunity is directly related to an educational program. This conclusion is supported in part by at least two recent reports; one state-related and one nationally-related. The state-related report is Volume I of the Study of School Dropout Factors in the Secondary Schools of North Carolina (May 31, 1988) prepared for the Joint Legislative Commission on Governmental Operation of the North Carolina General Assembly by Research and Evaluation Associates, Inc. of Chapel Hill, North Carolina. The nationally-related report entitled The Forgotten Half was issued by the William T. Grant Foundation in November, 1988. Chapter 4 of the Grant Foundation report is entitled "Pathways to Success: Citizenship Through Service".

Among the, "Editors' Introduction" (page 1) in the state-related report, these sentences:

> There are school-related factors which seem to make a difference with significant numbers of potential dropouts. Included among these are early identification and responsive intervention through counseling and curricula; admi-

nistrators, teachers, and staff who care about individual students and refuse to give up on them; strong vocational programs which explore career options, instill appropriate work habits, and provide specific skill training; remedial reading and basic mathematics offerings, in supportive environments for those who still need to master these essential abilities; and academic and extracurricular activities which afford opportunities to succeed and cultivate positive self-images. (Underlining for emphasis).

In the nationally-related report (page 81), this statement, among others:

> Educator Jane Kendall cites a prime benefit of service--more effective learning. She cautions, however, that the best learning occurs when the initial, concrete service experience is followed by a period of disciplined reflection on the experience. Time for talking, writing, and thinking about what they have done and seen allows the servers to assimilate and synthesize the experience, and later to test what they have learned in new situations.

Is a "Work/Service" experience an important opportunity to be included for every high school student? The Council thinks, "Yes". This belief by The Council is reinforced by reviewing two programs in North Carolina that generally are considered as being outstanding: the Morehead Scholars Program and the North Carolina Teaching Fellows Program (at Elon College). Since 1974 the Morehead Scholars, for example, have been provided a Summer Enrichment

Program that ". . . provides hands-on experience . . . ." (The John Motley Morehead Foundation, 1988 Annual Report, p. 9). "Of all the benefits of the Morehead Program, the summer internships are often the most valued and remembered by the Scholars themselves." As to the Teaching Fellows Program (at Elon College), all Fellows participant in the "Life Skills Transcript" Program. "A companion to the academic transcript, the Life Skills Transcript documents travel, leadership, experiences and other college activities that have contributed to one's total education and will be of interest to prospective employers . . . ." (Brochure published by Elon College).

Because most North Carolina high school students will never benefit from the two aforementioned programs as about one-half of all high school graduates will go to work immediately after graduation with the remainder going to work after leaving or completing a post-secondary educational experience, it makes good sense to provide a "Work/Service" opportunity for every high school student in North Carolina. Moreover, a mechanism is in place to implement this recommendation through the local vocational education system.

Additionally, an analysis of a report entitled "Earning and Learning: The Academic Achievement of High School Juniors with Jobs" (as revealed in Education Week, April 26, 1989 p.5), noted that "students working a moderate number of hours appear to trim other activities while maintaining their proficiency in the classroom." For further assistance in consideration of a "Work/Service" experience for all students, The Council calls attention to a publication by the Human Environment Center (Washington, D.C.) entitled "Serving America: Youth Conservation and Service Corps Get to Work" and an article in The Kappan, (April 1989) entitled "The Time for Youth Service Has

Come" (pp. 580-581). Moreover, President Bush, in a press statement dated June 22, 1989, had this to say: "From now on in America, any definition of a successful life must include serving others."

There are many problems facing North Carolina. A fresh and dynamic resource are the young people in our public high schools. Their talents are needed to assist with our many problems. Why not direct their energy through a "Work/Service" opportunity coordinated by the public schools? Now is the time for the schools of our State to better connect the learning opportunities in our classrooms with reality through a "Work/Service" experience. Accordingly,

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION ADOPT A POLICY TO ENCOURAGE EACH LOCAL BOARD OF EDUCATION TO PROVIDE A "WORK/SERVICE" EXPERIENCE FOR EVERY HIGH SCHOOL STUDENT AND FOR THE "WORK/SERVICE" EXPERIENCE TO BE REFLECTED ON THE TRANSCRIPT OF EACH STUDENT.

SECTION 2

Our students need improved guidance.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION "SEEK A LEGISLATIVE POLICY FOR GUIDANCE" AND THAT THE STATE BOARD OF EDUCATION ENDORSE THIS EFFORT.

Adopted on August 25, 1989

The State Advisory Council on Vocational Education, hereinafter called "The Council" has been concerned about the need to improve Guidance in our public schools for some time. In fact, as long ago as 1976, The Council said: "We believe that guidance in North Carolina, at any level of school operation, is best described as a non-system. It is characterized by lack of an overall policy to direct it ...."

Accordingly, The Council recommended to the State Board of Education that a statewide Master Plan for Guidance be developed. While it took two years before this recommendation was considered by the State Board of Education, a Master Plan for Elementary and Secondary Guidance was adopted on November 2, 1979. Unfortunately, little improvement was noted in guidance services in the public schools. Subsequently in 1983, The Council recommended that the State Board of Education "Seek Legislative Authority for Guidance." Since an affirmative response to this recommendation was not forthcoming, The Council in 1987 recommended that The State Board of Education "Seek a Statewide Legislative Policy for Guidance in the Public Schools." Part of the rationale for this latter recommendation was that there was no legislative policy on guidance. THis is still true today (1989). Yet by 1992 the Basic Education Plan projects one counselor for every 400 students in Average Daily Membership (ADM).

"Guidance and Counseling" has been the number one concern in the public schools as identified by the members of the Council over the last two decades, according to a May, 1989 report entitled: State Advisory Councils on

Vocational Education: Past and Present (p.13). Moreover, according to The Fayetteville Observer (March 21, 1989), the State Superintendent of Public Instruction, speaking to school counselors, is reported to have said: "The counseling you provide to our students is a vital and important service. You have a heavy responsibility." The Council agrees with the State Superintendent and accordingly RECOMMENDS THAT THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION "SEEK A LEGISLATIVE POLICY FOR GUIDANCE" AND THAT THE STATE BOARD OF EDUCATION ENDORSE THIS EFFORT.

SECTION 3

We need a *special* place to prepare our students for the emerging High Tech era.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE GOVERNOR REQUEST IN HIS 1991 BIENNIAL BUDGET FUNDS TO BUILD, EQUIP, AND STAFF A NEW EDUCATION INSTITUTION TO BE CALLED "THE NORTH CAROLINA INSTITUTE OF TECHNOLOGY".

Adopted on August 25, 1989

The State Advisory Council on Vocational Education, hereinafter called "The Council," has been interested in the concept of a "North Carolina Institute of Technology" for sometime. In fact, in February 1986, The Council was on record in recommending that the role of the North Carolina School of Science and Mathematics (NCSSM) be expanded to include "technology" and for the name of the school to be changed to the North Carolina School of Science, Mathematics, and Technology (see the attached recommendation). Unfortunately, this recommendation was rejected by the Board of Trustees of the NCSSM as well as by the Board of Governors of The University of of North Carolina. Moreover, as Governor, you did not support this recommendation, either. Notwithstanding your position in 1986 about the attached recommendation, The Council believes the circumstances have changed to the extent that a new and more comprehensive recommendation is offered for you. It is recommended that a new and free-standing institution be developed in our State; one that The Council calls "The North Carolina Institute of Technology." The North Carolina Institute of Technology would be a close kin to the type of institution you described in your "Remarks" of July 23, 1988, when speaking in Charlotte to the Leadership Conference conducted by the State Department of Public Instruction. In those "Remarks" you said:

> I propose ... the development of a North Carolina School of Technology, similar to the North Carolina School of Science and Mathematics. This school could be built on the N. C. State Centennial Campus or at North Carolina A & T or some other campus -- or some existing appropriate structure could be modified for use. ... As a demonstration site, the institution would have a modern facility, the latest equipment, up-to-date teaching techniques, and a place to

train and retrain vocational teachers for secondary schools and community colleges.

The Council agrees in concept with your remarks, especially as it relates to a place to train and retrain vocational teachers for secondary schools and community colleges. Indeed, your proposal also has support from the State Commissioner of Labor, the Honorable John C. Brooks. In a report, issued by the North Carolina Department of Labor (June, 1988) entitled "A Proposal for the Establishment of a CENTER FOR APPLIED TECHNOLOGY AND SKILLS in Raleigh, North Carolina," Commissioner Brooks makes the case for a new kind of educational institution, one called by The Council as "The North Carolina Institute of Technology." As Commissioner Brooks states: "When one reviews the spectrum of educational institutions provided by the State of North Carolina, one finds a gap in the educational structure with regard to the existence of any institution which is charged with generating and offering curricula in ...[certain] particular skills."

As reported in the Carolina Business (June ,1989), the Executive Director of the Council, E. Micnael Latta, in a speech to the Fifth Annual Andrew Johnson Memorial Apprenticeship Forum, endorsed the concept of a new kind of educational institution in order to teach some of the special skills needed by many of the state's vocational and technical teachers. In his talk, the Executive Director of The Council said: "...in tomorrow's world, and in some cases today, we should not be surprised if it takes five or six years of preparation for many skilled artisans."

Accordingly, The Council **RECOMMENDS THAT THE GOVERNOR REQUEST IN HIS 1991 BIENNIAL BUDGET FUNDS TO BUILD, EQUIP, AND STAFF A NEW INSTITUTION TO BE CALLED "THE NORTH CAROLINA INSTITUTE OF TECHNOLOGY."**

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE NAME AND ROLE OF THE NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS BE EXPANDED: A RECOMMENDATION TO THE GOVERNOR, THE BOARD OF GOVERNORS, AND THE BOARD OF TRUSTEES OF THE NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS, THE BUSINESS COMMUNITY, AND THE PUBLIC

Adopted
February 21, 1986

The North Carolina School of Science and Mathematics is in its fifth year of operation. It is widely recognized as one of the outstanding residential high schools of its type in these United States. Nevertheless, any institution can be improved. Such is the purpose of the aforementioned recommendation which is offered by the State Advisory Council on Vocational Education, hereinafter called "The Council."

The Carl D. Perkins Vocational Education Act, P.L. 98-524, requires The Council to recommend policies the state should pursue to strengthen vocational-technical education with particular attention for programs for the handicapped and to propose initiatives and methods the private sector could undertake to assist in the modernization of vocational-technical education programs. The Council believes that expanding the name and role of the North Carolina School of Science and Mathematics could be used to strengthen vocational-technical education in the state and to enhance the partnership between vocational-technical education, the disciplines of science and math, the business community, and the general public.

Notwithstanding the fact that the 1985 General Assembly rewrote the General Statutes (Chapter 116) by enacting Senate Bill 182 (Chapter 757), Sec. 206, that makes the North Carolina School of Science and Mathematics an affiliated school of the University of North Carolina with a separate Board of Trustees, it is the view of this paper that the NAME and ROLE of the North Carolina School of Science and Mathematics (NCSSM) should be modified. It is proposed that the NAME of the school be changed to the "North Carolina School of Science, Mathematics, and Technology (NCSSMT)" and that the ROLE of the School be modified to include technology. Adding technology to the name would in policy formalize the practice of the NCSSM. Currently, students are encouraging to "apply" the principles in their science and math courses by utilized computers (and in other ways) to simulate the "theory" they have learned. Moreover, the NAME and ROLE change would demonstrate that the state is interested in the application of knowledge (math and science) to "technology" which will have an impact on us all.

This concept of expanding the NAME and ROLE of the School of Science and Mathematics should have wide appeal to the business and industry community. It is likely that the public would be supportive, too. Accordingly, The Council recommends the NAME AND ROLE OF THE NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS BE EXPANDED TO INCLUDE TECHNOLOGY.

SECTION 4

"It is important...for prospective students...who desire...postsecondary education...to easily access student financial aid, if it is needed in order to attend."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE GOVERNOR, THROUGH THE ISSUING OF AN EXECUTIVE ORDER, DESIGNATE A STATE AGENCY AS A "CENTRAL PROCESSING CENTER" FOR ALL STATE - ADMINISTERED STUDENT FINANCIAL AID TO THE END THAT A PROSPECTIVE STUDENT WOULD HAVE TO COMPLETE ONLY ONE STATE APPLICATION FOR CONSIDERATION BY ANY STATE-ADMINISTERED FINANCIAL AID PROGRAM.

Adopted on August 25, 1989

$432,201,016!!! That's how much financial aid was awarded to students attending postsecondary education institutions throughout the State of North Carolina during 1987-88. This $432.2 million is a combined total of various types of student financial aid. As is shown in the Appendix, the total amount of financial aid, as well as the amount of funds for different types of aid, is both substantial and impressive. A review of the Appendix shows the various types of student financial aid have been broken out by subtotals "A" and "B". This format has been developed because some may argue that programs identified by subtotals "B" are not student financial aid programs; rather that they are "manpower or special benefit programs that use student aid as a delivery technique." Regardless of one's definition of "student financial aid," as identified in subtotals "B," the funds listed did, in fact, aid students attending institutions of higher education.

The State Advisory Council on Vocational Education, hereinafter called "The Council," has been concerned about the reported reduction in student financial aid and sought to determine the impact of this reported reduction on the students in the state. The Council's findings are shown in the Appendix. The bottom line is indisputable: financial aid is not being reduced in the state. Indeed, total financial aid available for students attending postsecondary education has increased from slightly more than $326 million in 1982-83 to more than $432 million in 1987-88. This represents an increase of slightly more than

$106 million in the last six years.

Why is this information important to know? First, as concluded by the following sources:

> "By 1990, more than 50% of all jobs will require education or technical training beyond high school." (Source: National Alliance of Business as reported in Business Week, May 2, 1988.)
>
> "...[By] 1990, three out of four jobs will require education or technical training beyond high school." (Source: North Carolina Commission on Jobs and Economic Growth, November 12, 1986, p.14.)

Indeed, an article entitled "Illiteracy Hampering South's Progress," (News and Observer, October 6, 1988 page 30-A), reported: "Local officials at IBM say that soon even entry-level jobs at their facilities will require two years of postsecondary education ...." It is important, therefore, for prospective students in North Carolina who desire to attend postsecondary education to be able to easily access student financial aid, if it is needed in order to attend.

Second, this information about student financial aid is important because there are currently eight major statewide entities that manage one or more student financial aid programs. As Governor, you have endorsed an earlier recommendation by The Council that all of the "state-administered" entities be brought together in one agency. In spite of your earlier support in seeking better coordination in student aid programs, the State Board of Education, the State Board of Community Colleges, the Board of Governors, and the Association of Independent Colleges and Universities have failed to respond affirmatively to the earlier recommendation of The Council to seek legislation to consolidate state-administered student financial aid programs into one agency. The Council believes, therefore, it is time for you, as Governor, to act in the absence of the educational leadership of this state. Accordingly, it is recommended that

you as the GOVERNOR, THROUGH THE ISSUING OF AN EXECUTIVE ORDER, DESIGNATE A STATE AGENCY AS A "CENTRAL PROCESSING CENTER" FOR ALL STATE ADMINISTERED STUDENT FINANCIAL AID TO THE END THAT A PROSPECTIVE STUDENT WOULD HAVE TO COMPLETE ONLY ONE STATE APPLICATION FOR CONSIDERATION BY ANY STATE ADMINISTERED STUDENT FINANCIAL AID PROGRAM.

APPENDIX

TREND IN TOTAL STUDENT FINANCIAL AID
By Totals: 1982-83, 1983-84, 1984-85, 1985-86, 1986-87, 1987-88

FOR	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Undergraduate Study	$187,054,581	$203,009,271	$214,646,364	$234,889,550	$241,392,924	$256,013,540
First Professional	6,832,358	7,737,639	9,723,749	10,163,721	12,433,118	10,945,316
Graduate Study	43,210,586	53,143,407	53,029,619	46,583,977	64,159,564	71,853,848
Subtotals A	$237,097,525	$263,890,317	$277,399,732	$291,637,248	$317,985,606	*$338,812,704
Vocational Rehab	$(486,729)	$(479,301)	$(563,048)	$(693,243)	$(758,825)	$(779,770)
Veterans Benefits	(44,427,281)	(33,886,984)	(30,876,484)	(28,175,803)	(23,090,460)	(22,744,150)
Out-of-State Guaranteed Student Loans++	(30,013,628)	(31,135,698)	(32,475,357)	(35,894,887)	(35,508,247)	(38,096,864)
Plus/SLS Loans	(414,710)	(1,429,228)	(2,072,132)	(4,598,495)	(1,757,412)	(4,154,969)
Scholarships, Grants or Other Loans	Not reported	Not reported	Not reported	Not reported	(7,118,990)	(5,578,011)
Other Financial Aid+	74,927,638	65,501,983	65,987,021	69,362,428	$ 68,233,934	**$ 71,353,764
N.C. Legislative Grants (NCLTG)	14,132,625	15,957,550	18,161,429	19,523,008	20,526,696	*** 22,034,548
Subtotals B	$ 89,060,263	$ 81,459,533	$ 84,148,450	$ 88,885,436	$ 88,760,630	$ 93,388,312
GRAND TOTALS	$326,157,788	$345,349,850	$361,548,182	$380,522,684	$406,746,236	$432,201,016

+Parenthetical entries show a breakdown of Other Financial Aid and according to the State Education Assistance Authority are probably understated (see Attachment II).
++Formerly called GSL; now called Stafford Loans.

*See Attachment I for details in 1987-88.
**See Attachment II for details in 1987-88.
***See Attachment III for details in 1987-88.

Sources: Statistical Abstract of Higher Education in North Carolina, April 1983.
Statistical Abstract of Higher Education in North Carolina, April 1984.
Statistical Abstract of Higher Education in North Carolina, April 1985.
Statistical Abstract of Higher Education in North Carolina, April 1986.
Statistical Abstract of Higher Education in North Carolina, April 1987.
Statistical Abstract of Higher Education in North Carolina, April 1988.
Statistical Abstract of Higher Education in North Carolina, April 1989.
Data for "Other Financial Aid" was provided by the State Education Assistance Authority (SEAA).
A Look at Student Financial Aid in North Carolina, adopted by the State Advisory Council on Vocational Education, August 29, 1986

Financial Aid Support for 1987-88 Using Data in the "Student Financial Aid" Section of the Statistical Abstract of Higher Education in North Carolina, April 1989

	Federal/ State Funded	Private or Institutional Funded	Total
	(For Undergraduate Study)		
Work-Study (W/S):	$ 12,641,497+	$ 19,368,532	$ 32,010,029
Athletic Support:	-0-	17,369,076	17,369,076
Supplementary Education Opportunity Grants (SEOG):	9,948,239	-0-	9,948,239
N.C. Student Incentive Grants (NCSIG):	3,300,640	-0-	3,300,640
Other Scholarships, Grants, Awards (Non-athletic):	-0-	61,591,429	61,591,429
Pell Grants:	53,097,486	-0-	53,097,486
Perkins Loans (NDSL):	15,541,107	-0-	15,541,107
Guaranteed Loan Program Now known as Stafford Loans:	39,973,389	-0-	39,973,389
Plus Loan Program:	4,020,536	-0-	4,020,536
Supplemental Loans for Students:	4,851,864	-0-	4,851,864
Other Loans:	-0-	14,309,745*	14,309,745
Subtotal	$143,374,758	$112,638,782	$256,013,540
	(For First Professional)		
Health Professions Grants:	$ 96,385**	$ -0-	$ 96,385
Other Scholarships:	-0-	6,527,335**	6,527,335
Health Professions Loans:	497,613	-0-	497,613
Other Loans:	1,995,309**	-0-	1,995,309
Employment:	-0-	1,828,674**	1,828,674
Subtotal	$ 2,589,307	$ 8,356,009	$ 10,945,316
	(For Graduate Study)		
Fellowships, Traineeships, Grants & Scholarships:	$ 15,192,519*	$ -0-	$ 15,192,519
Assistantships:	-0-	33,253,099*	33,253,099
Loans:	3,010,052*	-0-	3,010,052
Employment:	-0-	20,398,178*	20,398,178
Subtotal	$ 18,202,571	$ 53,651,277	$ 71,853,848
Subtotals:			
For Undergraduate Study:	$143,374,758	$112,638,782	$256,013,540
For First Professional:	2,589,307	8,356,009	10,945,316
For Graduate Study:	18,202,571	53,651,277	71,853,848
TOTAL	$164,166,636	$174,646,068	$338,812,704

*Abstract does not idenfity the source of these funds.
**Includes aid for undergraduate nursing.
+This amount likely includes a 20% matching requirement from local institutions' resources.

Educational Benefit or Assistance Programs not Traditionally Reported in Section IX (Student Financial Aid) of the Statistical Abstract of Higher Education in North Carolina

Academic Year 1987-88

TYPE OF INSTITUTION	VOCATIONAL REHABILITATION		VETERANS BENEFITS		OUT-OF-STATE STAFFORD STUDENT LOANS (Formerly GSL)		PLUS/SLS LOANS		SCHOLARSHIP, GRANTS OR OTHER LOANS	
	Number of Students	Amount Received	Number of Students	Amount Received	Number of Borrowers	Amount Borrowed	Number of Borrowers	Amount Borrowed	Number of Borrowers	Amount Borrowed
UNC System	327	$290,214	2,227	$ 5,499,597	5,927	$14,360,412	1,053	$2,912,479	386	$ 824,765
Private Colleges	95	182,866	176	262,779	7,697	22,767,961	339	1,152,786	1,356	3,875,972
Community Colleges & Technical Institutes	972	306,690	8,639	16,981,774	463	968,491	31	89,704	2,557	877,274
Total	1,394	$779,770	11,042	$22,744,150	14,087	$38,096,864	1,423	$4,154,969	4,299	$5,578,011

SOURCE: NCHED A-10, Student Financial Aid Summary, 7/1/87-6/30/88. Compiled by NCSEAA from UNC-GA data source.

NOTE: Veterans Benefits also include GI Benefits; Vocational Rehabilitation includes all rehabilitation benefits related to the cost of schooling.

CAVEATS: (1) Data shown in this table are as reported by the institutions in Section D of the year-end reporting form, NCHED A-10. Because of inconsistencies that arise in data collection and incompleteness of reporting, these data customarily are not shown in the annual Statistical Abstract of Higher Education. The number of students served and the amount of money spent, however, is illustrative of the magnitude of support from these programs received by students within the various institutional sectors during a twelve-month period. The annual receipts from these programs as shown here are probably understated.

(2) Two of the educational programs of financial support shown in this table are not classified as student financial aid. Vocational Rehabilitation and Veterans Benefit programs are benefit support provided to specialized constituencies to enhance educational opportunities for the handicapped and for veterans. Stafford Student Loans (formerly called Guaranteed Loans) require that financial need be proved. PLUS/SLS loans were established by Congress to help families with assets but a poor cash-flow position to meet the cost of education for their children. PLUS/SLS loans receive a Federal guarantee but no subsidy. Other scholarship, grant or loans reflect a variety of programs and funding sources as reported by the schools.

NORTH CAROLINA LEGISLATIVE TUITION GRANTS (NCLTG), 1987-88

INSTITUTION	TOTAL NUMBER OF STUDENTS AIDED	TOTAL AMOUNT PROVIDED
PRIVATE SENIOR INSTITUTIONS		
Atlantic Christian	835	$810,075
Barber-Scotia	190	160,650
Belmont Abbey	470	442,050
Bennett	235	229,950
Campbell	1,662	1,439,505
Catawba	493	478,800
Davidson	412*	417,200
Duke	862	865,200
Elon	1,218	1,149,750
Gardner-Webb	1,066	862,920
Greensboro	371	333,900
Guilford	706	654,675
High Point	865	684,285
Johnson C. Smith	425	390,600
Lenoir-Rhyne	933	888,300
Livingstone	296	269,325
Mars Hill	755	652,990
Meredith	1,340	1,337,175
Methodist	1,158	815,281
Montreat-Anderson	205	194,250
Mount Olive	653	496,722
N.C. Wesleyan	664	437,370
Pfeiffer	433	408,975
Queens	186	174,300
St. Andrews	332	328,650
St. Augustine's	870	811,650
Salem	369	348,075
Shaw	1,077	906,675
Wake Forest	1,411	1,430,100
Warren Wilson	205	194,250
Wingate	1,084	1,034,775
Private Senior Total	21,781	19,648,423
PRIVATE JUNIOR COLLEGES		
Brevard	257	236,250
Chowan	382	349,125
Lees-McRae	563	510,825
Louisburg	739	675,150
Peace	444	453,075
St. Mary's	163	161,700
Private Junior Total	2,548	2,386,125
GRAND TOTAL	24,329	22,034,548**

*Full year estimates are based on fall and winter quarter disbursements.
**The total amount provided recipients does not reflect program refunds.

NOTE: The allocations above were made under the North Carolina Legislative Tuition Grant (NCLTG) program which is administered by the North Carolina State Education Assistance Authority. The General Assembly appropriated $22,038,200 to be awarded on the basis of $1,050 to each North Carolinian enrolled in a North Carolina private college or university on a full-time basis. The NCLTG awards are paid to institutions for and on behalf of eligible students each term as defined under NCLTG Regulations.

SECTION 5

The Council *wants to help* achieve the purposes of the School Improvement and Accountability Act of 1989.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, HEREINAFTER CALLED "The Council," RECOMMENDS THAT THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION SHARE WITH LOCAL EDUCATION AGENCIES, AS A PART OF THE TECHNICAL ASSISTANCE STRATEGY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, THE FOLLOWING RECOMMENDATIONS EARLIER PROVIDED BY THE COUNCIL TO THE STATE BOARD OF EDUCATION IN ANTICIPATION THAT THESE PRIOR RECOMMENDATIONS WILL ASSIST LOCAL BOARDS OF EDUCATION IN IMPROVING "Attendance Rates' and "Dropout Rates" WHICH "MAY" BE USED AS STUDENT PERFORMANCE INDICATORS TO ACHIEVE THE PURPOSES OF THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY ACT OF 1989.

Adopted November 17, 1989

The School Improvement and Accountability Act of 1989, better known as Senate Bill #2, was ratified on August 12, 1989. It is, indeed, a landmark piece of state legislation.

Now to implement the law! Effective with school year 1990-91, local boards of education that elect to be involved in implementing this legislation, will begin to employ local strategies to improve "student performances." Student performance indicators which "may" be included in the local plan are "attendance rates" and "dropout rates," to mention only two of five indicators specified in the legislation. It is likely, therefore, that local education agencies will be looking for technical assistance to improve student performance. The purpose of this recommendation is to assist the State Superintendent of Public Instruction in providing that needed technical assistance.

In 1986, The Council made a recommendation to the State Board of Education concerning a number of "dropout" strategies.

In 1987, The Council made a recommendation to the State Board of Education relative to improving school attendance.

Unfortunately, neither of these recommendations received much attention. Had these recommendations been fully implemented, they would have, in the

opinion of The Council, had a substantial impact on the attendance rates of students as well as the dropout rate. The Council, thereby, offers these recommendations again. This time these recommendations are brought to the attention to the elected State Superintendent of Public Instruction in anticipation that he will be able to use these prior recommendations as a part of the technical assistance from the Department of Public Instruction to local education agencies. The prior recommendation related to the "attendance rates" and "dropout rates" are attached so the State Superintendent will have the benefit of the rationale undergirding each recommendation. Based upon these factors, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION SHARE WITH LOCAL EDUCATION AGENCIES, AS A PART OF THE TECHNICAL ASSISTANCE STRATEGY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, THE FOLLOWING RECOMMENDATIONS EARLIER PROVIDED BY THE COUNCIL TO THE STATE BOARD OF EDUCATION IN ANTICIPATION THAT THESE PRIOR RECOMMENDATIONS WILL ASSIST LOCAL BOARDS OF EDUCATION IN IMPROVING "Attendance Rates" and "Dropout Rates" WHICH "MAY" BE USED AS <u>STUDENT PERFORMANCE INDICATORS</u> TO ACHIEVE THE PURPOSES OF THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY ACT OF 1989.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES ADOPT THE ACTIONS CONTAINED HEREIN TO FOCUS ON THE DROPOUTS IN THIS STATE

Adopted November 21, 1986

North Carolina's Blueprint for Economic Development was released in August 1986 by the Department of Commerce. One of the significant findings in the report is as follows:

> Finally, it is of the utmost importance that all appropriate entities of state government work in a coordinated way to develop programs that will be successful in reducing our intolerably high dropout rate for high school students. As noted ..., recent studies show that 31% of our high school students fail to stay in school and earn a diploma. Until that situation is substantially corrected, development of an adequately educated labor force for the future is in jeopardy.[1]

A similar view was expressed in a recent paper entitled VOCATIONAL EDUCATION'S ROLE IN DROPOUT PREVENTION. In addition to stating "research evidence suggests that the dropout problem can be improved through a targeted educational program which includes vocational education,"[2] this paper indicated that, for the nation at large, the "dropout problem" costs $71 billion in lost tax revenue; $3 billion in increased welfare and unemployment costs, and $3 billion in crime-related costs in 1969 for males from 25-34 years old who had not completed high school.[3] A more recent study (1985) estimated the nationwide "... costs to be at least $20 billion per school class cohort, which means that each dropout costs society a minimum of $26,000 during his or her worklife."[4] Assuming the amount of $26,000 is correct, that figure multiplied times 27,642--the 23,799 estimated dropouts from the "regular" public high schools and the 3,843 from the extended day programs[5] in 1984-85--equals $718,692,000, the cost to North Carolina's "society." This loss-total of nearly $718.7 million appears to be an accurate amount as a 1982 report prepared for the Charlotte Area Literacy League found that, using

1970-cost figures, the aggregate loss of lifetime, personal income to those in the state with less than an eighth grade education is over $1 billion.[6] Parenthetically, the cost to implement the Basic Education Program (BEP), beginning in 1985-86 and concluding in 1992-93, is estimated to be $713,858,000;[7] nearly $5 million less than the cost to North Carolina's "society" during the lifetime of the 1984-85 public school dropouts. Simply put, the entire BEP might be underwritten by salvaging the dropouts from last year.

These facts require action by the state to deal with the dropouts from our schools. The State Advisory Council on Vocational Education, hereinafter called "The Council," believes that certain fundamental actions are necessary if the "dropout problem" is to be addressed. Accordingly, in order to establish a mechanism at the state and local levels so as to increase the number of North Carolina students who complete high school, the following concurrent action by the State Board of Education and the State Board of Community Colleges is recommended:

1. That the State Board of Education direct each local board of education to adopt a local policy on the "dropout." That local policy, as a minimum, shall require each local superintendent to send a list, at least each school month, with the names, addresses, and telephone numbers of all of the dropouts from the local public school system to the person directly responsible for the local public school extended day program, if one exists in the local education agency (LEA). Also, the dropout list is to be sent to the local community college institution that: (a) offers the GED (General Education Development) Test Program, which when successfully completed provides the student with a High School Equivalency Certificate, and (b) that cooperates with the local LEA in administering the Adult High School Diploma Program. As a minimum, the individual responsible for the extended day

program, if existing in a LEA, shall attempt at least three contacts with the dropout to explain the extended day program over a period of six months after a student has become a dropout. If a LEA does not have an extended day program, the community college institution shall make the contact on the same basis as if it were the extended day program. If a LEA does have an extended day program, then the community college institution would wait six months before making contact with any public school dropout. Any state-regulation changes needed to accomplish this end should be made by the State Board of Education and the State Board of Community College acting concurrently;

2. That the State Board of Community Colleges direct each community college institution to adopt a local policy on the "dropout." The policy, as a minimum, shall require at least three attempts at contacting the public school dropout to explain the Adult High School Diploma Program as well as the High School Equivalency Certificate Program (GED Testing). These attempts shall be undertaken as soon as practicable after the list of the dropout(s) is made available from the superintendent of schools in the service area of the community college institution, unless the LEA has an extended day program; in that case, the contact attempts by the community college institution will be deferred six months and then continued at least every six months thereafter for at least two years;
3. That the State Board of Education direct the Controller and the State Board of Community Colleges direct the State President, respectively, to devise an appropriate data form (and/or the modifications of any existing form) which will provide appropriate information on this

dropout effort in North Carolina to the end that the State Board of Education and the State Board of Community Colleges can report jointly to the Governor, at least every six months, on whether this policy is having any positive effect on increasing the number of students completing high school; and

4. That, in view of the large number of dropouts from high school completion programs offered under the authority of the State Board of Education and the State Board of Community Colleges, both boards enter into a collaborative research effort to evaluate the Regular High School Program, the Extended Day Program, the Adult High School Diploma Program, and the High School Equivalency Certificate Program to the end of making adjustments in these programs so as to better serve the potential dropout. The Council recommends "further that after the results of this evaluation are known, information on the various options for completing high school be made widely known to North Carolina citizens."[8]

On November 12, 1986, the North Carolina Commission on Jobs and Economic Growth issued its final report. In it, the following recommendation is contained:

> Public schools and community colleges should be mandated to work together to insure that students who drop out of public schools are referred to the community college system or to other appropriate service organizations.[9]

The Council agrees. Further, the Job Training Partnership Act (JTPA) was recently amended by the United States Congress. On October 16, 1986, the President signed the bill into law. One aspect of the amendments to JTPA requires Service Delivery Areas (SDAs) to underwrite "... literacy, dropout-prevention and school-to-work transition programs with grant funds reserved for education"[10] (underlining for emphasis). These funds along with other federal

and state funds for dropout prevention would be available to fulfill the actions proposed by this paper. Accordingly, The Council recommends THAT THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES ADOPT THE ACTIONS CONTAINED HEREIN TO FOCUS ON THE DROPOUTS IN THIS STATE.

References

1. North Carolina's Blueprint for Economic Development, released by the N.C. Department of Commerce, August 1986, p. 13.

2. James M. Weber and Donna M. Mertens, "Vocational Education's Role In Dropout Prevention," provided by the American Vocational Association, September 1986, p. 2.

3. Ibid, p. 1.

4. Ibid, pp. 1-2.

5. North Carolina Public Schools, Statistical Profile, 1986, issued by the Controller's Office, State Board of Education, 1986, p. I-32.

6. George S. Trevor and Kathy E. Campbell, "The Economic Cost of Illiteracy in North Carolina," prepared for the Charlotte Area Literacy League, September 7, 1982, p.3.

7. "The Public Schools: Hope for Improvement Focused on New Basic Education Program," North Carolina Magazine, September 1986, p.16.

8. Freedom Thrives Among a Self-Reliant People: Self-Reliance Begins With A Skill, Annual Report 1975, issued by the State Advisory Council on Vocational Education, 1975, pp. 13-14.

9. North Carolina Commission on Jobs and Economic Growth, Report, November 12, 1986, pp. 4; 25.

10. "Vocational Training News: Special Report," Vol. 17, No. 42, October 23, 1986, p. 1.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) ADOPT A POLICY ON SCHOOL ATTENDANCE THAT, AS A MINIMUM, REQUIRES LOCAL BOARDS OF EDUCATION TO AWARD A CERTIFICATE OF RECOGNITION TO STUDENTS WHO ATTAIN A PERFECT ATTENDANCE RECORD DURING ANY SCHOOL YEAR AND FOR THE SBE TO REQUEST THE GENERAL ASSEMBLY TO PROVIDE A FINANCIAL AWARD TO ANY STUDENT WHO HAS A PERFECT ATTENDANCE RECORD FROM KINDERGARTEN THROUGH THE TWELFTH GRADE WHILE ENROLLED IN THE PUBLIC SCHOOLS

Adopted August 28, 1987

Much has been said and written about how to improve the public schools over the last several years. Indeed, a great deal of effort has been put forth in this state in hopes that the programs offered through the public schools will be substantially improved and that the students enrolled will be the beneficiaries of the improved programs. Nearly $800 million will be added to the $2.5 billion that the state is currently spending each year on current operations in order to implement a Basic Education Program. Efforts also are underway to improve the "effectiveness of teaching" as well as to assure that "capital outlay" funds are available in order to build the needed physical plants within which a Basic Education Plan can be offered.

While all of these efforts are to be commended and applauded, small efforts can sometimes pay significant dividends if offered in a strategic manner. For example, what if the state initiated an effort of encouraging students to be regular in their attendance at school? Likely, improved attendance would enhance the learning process; assist the students in developing a habit of good attendance; and probably reduce the overall dropout rate.

As the 1985 book, Investing In Our Children, pointed out; "... public education's most important task is to assure that all school children are grounded in ... positive work habits." Moreover, in a 1986 paper issued by the American Vocational Association entitled "Vocational Education's Role in Dropout

Prevention," one of the "Characteristics of Dropouts" was "frequent absentees and tardiness." If this is correct, then the state should assure that the students who enroll in the public schools are encouraged to be regular in their attendance. Indeed, the Constitution of North Carolina, in Article IX, Sec. 3, under a heading of "School attendance" requires that: "The General Assembly shall provide that every child of appropriate age and sufficient mental and physical ability shall attend the public schools, unless educated by other means." In response to this constitutional directive, the General Assembly has enacted a number of laws dealing with "compulsory attendance." In fact, 115C--378 of the General Statutes provides that:

> Every parent, guardian or other person in this State having charge or control of a child between the ages of seven and 16 years shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. No person shall encourage, entice or counsel any such child to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school policy.

"Attendance" is defined by the Controller's Office of the State Board of Education as "... the presence of a student on days when school is in session. A student is counted as present only when actually at school, present at another activity sponsored by the school as part of the school's program, or personally supervised by a member of the staff." Notwithstanding this definition of "attendance," the State Board of Education does not have any affirmative policy on school attendance.

Data from a four-year study of the Class of 1981 (1977-78 to 1980-81) prepared by the Division of Research of the State Department of Public Instruction and provided to the Joint Legislative Commission on Governmental Operations on May 15, 1986 reveals the number of "Days Absent By Year" as follows:

Freshman	8.4 days
Sophomore	9.1 days
Junior	9.5 days
Senior	10.8 days

Students generally have a better attendance record when they like their teachers and their courses. It is important, therefore, for all students to have good teachers and for schools to have available a wide range of courses to appeal to various students' interest. Indeed, the State Advisory Council on Vocational Education believes that one of the subject areas that should be available to all students is vocational education, as envisioned in the current Basic Education Program. Moreover, research indicates that regular school attendance and vocational education are deterrents to potential school dropouts. Based on these factors as well as others, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) ADOPT A POLICY ON SCHOOL ATTENDANCE THAT, AS A MINIMUM, REQUIRES LOCAL BOARDS OF EDUCATION TO AWARD A CERTIFICATE OF RECOGNITION TO STUDENTS WHO ATTAIN A PERFECT ATTENDANCE RECORD DURING ANY SCHOOL YEAR AND FOR THE SBE TO REQUEST THE GENERAL ASSEMBLY TO PROVIDE A FINANCIAL AWARD TO ANY STUDENT WHO HAS A PERFECT ATTENDANCE RECORD FROM KINDERGARTEN THROUGH THE TWELFTH GRADE WHILE ENROLLED IN THE PUBLIC SCHOOLS.

SECTION 6

"No business will long survive if its product does not measure up!"

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES REQUIRE EACH LOCAL BOARD OF TRUSTEES TO ESTABLISH A POLICY WHICH WOULD "Guarantee" A "Successful Completer" OF ANY TECHNICAL OR VOCATIONAL CURRICULUM OR NON-CURRICULUM PROGRAM POSSESSES THE NECESSARY KNOWLEGE AND SKILLS TO SUCCEED IN THE MARKETPLACE OR THAT THE RESPECTIVE COMMUNITY COLLEGE INSTITUTION WOULD RETRAIN THE "COMPLETER" AT NO CHARGE.

Adopted on November 17, 1989

The State Advisory Council on Vocational Education, hereinafter called "The Council," is charged by federal law to give advice on policies that should be pursued to strengthen vocational-technical education. Such is the purpose of this recommendation.

It was reported recently that the 'State of Georgia will guarantee that graduates of the state's technical institutes 'have demonstrated the knowledge and skills and can perform each competency' required under state standards" ("Legislative Brief," a publication of the American Vocational Association, August 28, 1989, p. 2). Even a higher education institution in North Carolina has begun to guarantee its teacher education students. According to the Chronicle of Higher Education Almanac (September 6, 1989, p. 76):

> Teachers graduating from Fayetteville State University's education school receive a warranty along with their bachelor's degrees. If a graduate is found deficient by his or her employer, the university will either send in experts to refine the graduate's skills or allow the graduate to attend more university classes, both without charge.

These examples are the essence of the recommendation of The Council.

No business will long survive if its product does not measure up! That is the bottom-line. Moreover, that is what, it seems to The Council, that the Report of the Commission on the Future of the North Carolina Community College

System was saying in its Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. And that is what this recommendation is all about -- measuring up!

Webster defines the word "guarantee" as "an expressed or implied assurance of the quality of goods offerd for sale or the length of satisfactory use to be expected from a product." Put another way, "[w]hether expressed in terms of 'quality indicators', 'student outcomes', or 'measures of accountability', the concern for monitoring student success has surfaced as the new focus for community colleges," according to the "Two Year College Informative Bulletin," published by the ERIC Clearinghouse for Junior Colleges, Summer, 1989. With these thoughts in mind, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES REQUIRE EACH LOCAL BOARD OF TRUSTEES TO ESTABLISH A POLICY WHICH WOULD "Guarantee" A "Successful Completer" OF ANY TECHNICAL OR VOCATIONAL CURRICULUM OR NON-CURRICULUM PROGRAM POSSESSES THE NECESSARY KNOWLEGE AND SKILLS TO SUCCEED IN THE MARKETPLACE OR THAT THE RESPECTIVE COMMUNITY COLLEGE INSTITUTION WOULD RETRAIN THE "COMPLETER" AT NO CHARGE.

SECTION 7

Working together would be a great starting base for improving our system.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION, THE STATE BOARD OF COMMUNITY COLLEGES, AND THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA, RESPECTIVELY, APPOINT A STAFF MEMBER TO ATTEND THE MEETINGS OF THE OTHER, AND THAT THE RESPECTIVE STAFF MEMBER BE REQUIRED TO REPORT, EITHER VERBALLY OR IN WRITING, TO HIS/HER BOARD THE IMPORTANT ACTIONS OF THE OTHER BOARDS, ESPECIALLY AS THOSE ACTIONS MAY HAVE AN IMPACT ON STUDENTS OR TEACHERS.

Adopted on November 17, 1989

On July 12, 1988, the North Carolina General Assembly ratified "An Act to Require the State Board of Education, the State Board of Community Colleges and the University Board of Governors to Meet Jointly at Least Once a Year." Based on this enactment the three named education boards met in 1988, the first such meeting is history. Now, these boards are planning for another meeting, scheduled for March 8, 1990. It seems to the State Advisory Council on Vocational Education, hereinafter called "The Council", that while the once-a-year meeting is all that is required by the law, it is not adequate if the state is to achieve an integrated, coordinated educational system that has been called for by The Council.

Because these state-wide education boards manage about 75 percent of the state's General Fund Revenue each fiscal year, and because the actions of these education boards can and do have a profound impact on the lives of many citizens of this state, especially students and teachers, The Council makes the recommendation of this paper. Indeed, even if the resultant actions of these education boards did not have the impact on the lives of our people as aforementioned, it would still make good sense from a public policy point-of-view to establish a mechanism of reporting on the actions of one education board to another, if for no other reason than to try to establish

consistent educational policy making in our state.

Suppose there was consistent educational policy making in this state! Would there be the current issue about the "second academic major" for teachers? Likely not because the State Board of Education, which has not adopted the "second academic major" requirement, would have been involved in the decision about this new requirement on future teachers. As it was, the Board of Governors of the The University made a unilateral decision without consultation with the other state wide educational boards in the state. Conversly, if consistent policy making was commonplace in our State, surely by now there would be sufficient preparation programs for all vocational and technical teachers who are to be employed to teach in the state's public schools and community colleges institutions. Such, of course, is not the case as about 15 percent of the currently employed vocational education teachers in the public schools and about 25 percent of the full-time vocational and technical faculty members in community college institutions have not completed a four-year college degree.

Because of this lack of a consistent, integrated policy-making approach in our state, our students suffer and the needed teachers for vocational and technical education are not developed as they should be by The University. Hence, the public schools and community colleges have to go looking elsewhere for quality instructors that should be produced in normal course by the University System. For these and many other reasons, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION, THE STATE BOARD OF COMMUNITY COLLEGES, AND THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA, RESPECTIVELY, APPOINT A STAFF MEMBER TO ATTEND THE MEETINGS OF THE OTHER, AND THAT THE RESPECTIVE STAFF MEMBER BE REQUIRED TO REPORT, EITHER VERBALLY OR IN WRITING, TO HIS/HER BOARD THE IMPORTANT ACTIONS OF THE OTHER BOARDS, ESPECAILLY AS THOSE ACTIONS MAY HAVE AN IMPACT ON STUDENTS OR TEACHERS.

SECTION 8

The people affected should be heard and taken seriously.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION AND TO THE STATE BOARD OF COMMUNITY COLLEGES IMPROVED PROCEDURES (below) REGARDING THE PUBLIC HEARINGS ON THE STATE PLAN ON VOCATIONAL EDUCATION (Such Procedures May Be Applicable To Other "State Plans" That Are Developed By These Boards).

Adopted February 23, 1990

The Carl D. Perkins Vocational Education Act was enacted by the United States Congress. Part of the requirements of this Act is that the State Board of Education (SBE) develop a State Plan for Vocational Education to be submitted to the United States Secretary of Education for approval before federal funds under this Act may be made available to this State. By virtue of a law enacted by the North Carolina General Assembly, the State Board of Community Colleges (SBCC) is a party to this State Plan (G.S. 115C-158). Indeed, state law declares that the State Plan for post secondary vocational education requires the approval of the State Board of Community Colleges.

Another requirement of the aforementioned Perkins Act relates to public hearings. They are to be conducted in the state, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan. Indeed, federal law requires that a summary of all such recommendations made at the public hearings and a response to every recommendation shall be included in the State Plan.

To the State Advisory Council on Vocational Education, hereinafter called "The Council", the Perkins Act placed a high value on the views of the public concerning their thoughts about programs, service, and activities that are to be a part of the State Plan. Thereby, The Council recommends the following procedures to the SBE and the SBCC to assure that ***(1) the public is appropriately notified, (2) that proper attention is given to public views about vocational education, (3) that an appropriate amount of time is given to each public hearing, and (4) that the development of the State Plan be an individual(s) other than from the operating division assigned to implement the State Plan.***

(1) Notification

- That the SBE and SBCC require the staff of their respective departments to make announcements at least thirty days prior to the public hearing on the State Plan. Parenthetically, the Council has spoken to this matter before. In fact, a letter is

attached to this recommendation under date of October 19, 1987 to the chief administrative officers of the SBE and the SBCC that expressed this point of view over two years ago. This letter is also Exhibit 9 in the current State Plan for Vocational Education for 1988-90.

- That the SBE and SBCC require that the announcements about the public hearings be sent to local superintendents of schools, to local board chairs for each school district as well as chairs of the local boards of trustees of every community college with a further REQUIREMENT THAT EACH BOARD CERTIFY ON THEIR LOCAL APPLICATION FOR FEDERAL FUNDS THAT THEY HAVE NOTIFIED THEIR ADVISORY COUNCIL MEMBERS ABOUT THE HEARINGS ON THE STATE PLAN and that they informed them about the public hearing(s).

- That the SBE and SBCC require one or more public hearings to be held during one or more statewide vocational education conferences at least once every two years to gather issues or concerns from the vocational education community about matters that might be addressed by the State Plan.

(2) Attention to Public Views

- That the SBE and SBCC adopt as its policy the following (or something similar): "IT SHALL BE THE POLICY OF THE STATE BOARD, IN DEVELOPING A STATE PLAN UNDER WHICH THE PUBLIC IS PERMITTED TO MAKE RECOMMENDATIONS, THAT THE PUBLIC VIEWS SHALL BE UTILIZED TO THE MAXIMUM EXTENT POSSIBLE IN DEVELOPING SUCH PLAN AND THAT AS THE STATE PLAN IS PRESENTED TO THE STATE BOARD FOR CONSIDERATION THAT THE SPECIFIC RECOMMENDATIONS OF THE PUBLIC BE HIGHLIGHTS TO STATE BOARD BY THE STAFF."

(3) Appropriate Amount of Time for Public Hearings

- That the SBE and SBCC shall be specific in the announcement notices (see #1 above headed Notification) about the exact time and place of each public hearing; further requiring that the assigned hearing officer(s) shall remain at the hearing place the entire time of the announced hour(s) of a public hearing. If such is not the case, the public hearing should be declared null and void by the SBE and SBCC in terms of the definition of a public hearing and a subsequent hearing would be scheduled to substitute for the deficient hearing. (Parenthetically this part of

this recommendation is necessitated because a public hearing was scheduled for October 18, 1989 from 4-6 p.m. in Greensboro. Unfortunately, when a presenter, a Council member, arrived about 4:30 p.m., the hearing officer(s) had already left the hearing site. See a letter attached related to this situation under date of October 23, 1989).

(4) Assignment of the Development of a State Plan

- Because the situation described immediately above, The Council further recommends that the responsibility related to the development of a State Plan be assigned by the SBE and the SBCC to some individual(s) other than from the operational division that is to implement the State Plan. Indeed, in view of the various State Plans that are developed for the SBE and SBCC to draw down federal funds, including vocational education, it might be practical for the board to designate an individual(s) as a "State Planner" for the receipt of various federal funds. Such an approach would likely assist the Boards in determing if any overlap and duplication of services exist from one federal grant to another. Recently, the Business Committee of the SBE has been reviewing the components of the various federal funds that are subject to this Board's oversight. It is suggested that this part of this recommendation be considered by the Business Committee of the State Board of Education as a part of its review effort.

Accordingly, The Council **RECOMMENDS TO THE STATE BOARD OF EDUCATION AND TO THE STATE BOARD OF COMMUNITY COLLEGES IMPROVED PROCEDURE S (above) REGARDING THE PUBLIC HEARINGS ON THE STATE PLAN ON VOCATIONAL EDUCATION (Such Procedures May Be Applicable to Other "State Plans" That Are Developed by These Boards).**

ATTACHMENT VII

Exhibit 9

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064

CHARLIE WIYGUL
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

October 19, 1987

MEMORANDUM

TO: A. Craig Phillips
Robert W. Scott

FROM: E. Michael Latta

SUBJECT: Hearing on the 1989-90 State Plan for Vocational Education

I am pleased to respond to your memo of September 30, 1987 even though it arrived in this office on October 15, 1987, the very date participants were expected to notify Dr. Clifton B. Belcher if they wished to speak. The Council does plan to speak as is indicated:

Mr. Wayne Abele, October 20th - Morganton
Mr. Spencer Greene, October 21st - Greensboro

I have asked Mr. Charles Bucker of Nash Community College to read a statement for The Council on October 22, 1987 at Rocky Mount.

In view of the fact that this announcement is so close to the hearing dates, I recommend in the future that you require the staff of your agency to have an annoucement like this to become public at least one (1) month before the first hearing date.

Thank you for your consideration of this recommendation. My best to you.

EML

cc: Dr. Clifton Belcher
J. W. Eades
Wally Burke

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064

ARLIE WIYGUL
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

October 23, 1989

TO: Wally Burke

FROM: Mike Latta M. L.

Attached are the statements from Mike Britt which he expected to make at the hearing scheduled at Greensboro on October 18, 1989 between 4-5 p.m. Unfortunately when Mr. Britt arrived at 4:30 the hearing had already concluded, and there was no one there to hear his statements. I am enclosing, thereby, a copy for the record.

It seems to me, however, when we publicize a time, a hearing officer should remain at the hearing during the published time.

EML/me

Attachment

cc: Cliff Belcher
J. W. Eades

SECTION 9

Action is good, if it is worthwhile.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES REQUIRE THE STATE PRESIDENT TO INCLUDE A "Local Impact Statement" WITH ANY FUTURE ACTION THAT IS TO BE CONSIDERED BY THE STATE BOARD.

Adopted February 23, 1990

The major purpose of this recommendation is to have the State Board of Community Colleges (SBCC) consider each action that may be proposed by the Department of Community Colleges in view of its posible impact, economically, educationally, and/or otherwise, on local community college institutions. The State Advisory Council on Vocational Education, hereinafter called "The Council" has been concerned about certain actions (or lack of action for that matter) of the SBCC for some time. To illustrate that, consider the following recommendations The Council made to the SBCC in 1988 and in 1989, respectively:

- That the North Carolina Association of Community College Trustees petition the General Assembly to strike from G.S. 115D-20(1) the following: "such election to be subject to the approval of the State Board of Community Colleges," and to substitute in its place the following:

  > such person to be compensated with State funds according to a "Salary Schedule for Institutional Presidents," which shall be adopted by the State Board of Community Colleges, and reviewed annually, and which takes into account the student enrollment, size of the institution, the earned degree or degrees held by the institutional president, and the number of years of experience in employment; with any education or education related experience counting on the pay scale on a ratio of one year of experience equaling one year for pay purposes, but with non-related educational experience counting on the pay scale on a ratio of two years of experience to one year for pay. No state agency, board, or individual shall have any jurisdiction over the establishment of the salary of an institutional president other than that prescribed herein. Notwithstanding this provision, any local board of trustees may enter into an agreement with an institution's president to supplement the State salary utilizing nonstate funds.

Further, the Council recommends that the State Board of Community Colleges support the efforts of the Association of Community College Trustees to achieve this end, and

- That the State Board of Community Colleges adopt a new procedure for counting students enrolled in community colleges so as to provide, at minimal cost, timely data for planning and budgeting.

A question might be raised: "What is a Local Impact Statement?" Briefly, it is a narrative expression of the probable impact of an action by the SBCC on the institutions in the system. And, it is especially the probable impact of any action on the educational and economic well being of students or faculty of any institution.

Accordingly, **THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES REQUIRE THE STATE PRESIDENT TO INCLUDE A "Local Impact Statement" WITH ANY FUTURE ACTION THAT IS TO BE CONSIDERED BY THE STATE BOARD.**

SECTION 10

We need to reach *everybody*, because everybody is significant!

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE SUPERINTENDENT ESTABLISH A "Regional Vocational Education Advisory Committee" IN EACH OF THE EIGHT EDUCATION REGIONS TO SERVE AS A RESOURCE TO THE REGIONAL DIRECTOR AND TO THE COORDINATOR OF VOCATIONAL EDUCATION PROGRAMS IN THE REGION AND FOR THE STATE BOARD OF EDUCATION TO ENDORSE THIS RECOMMENDATION.

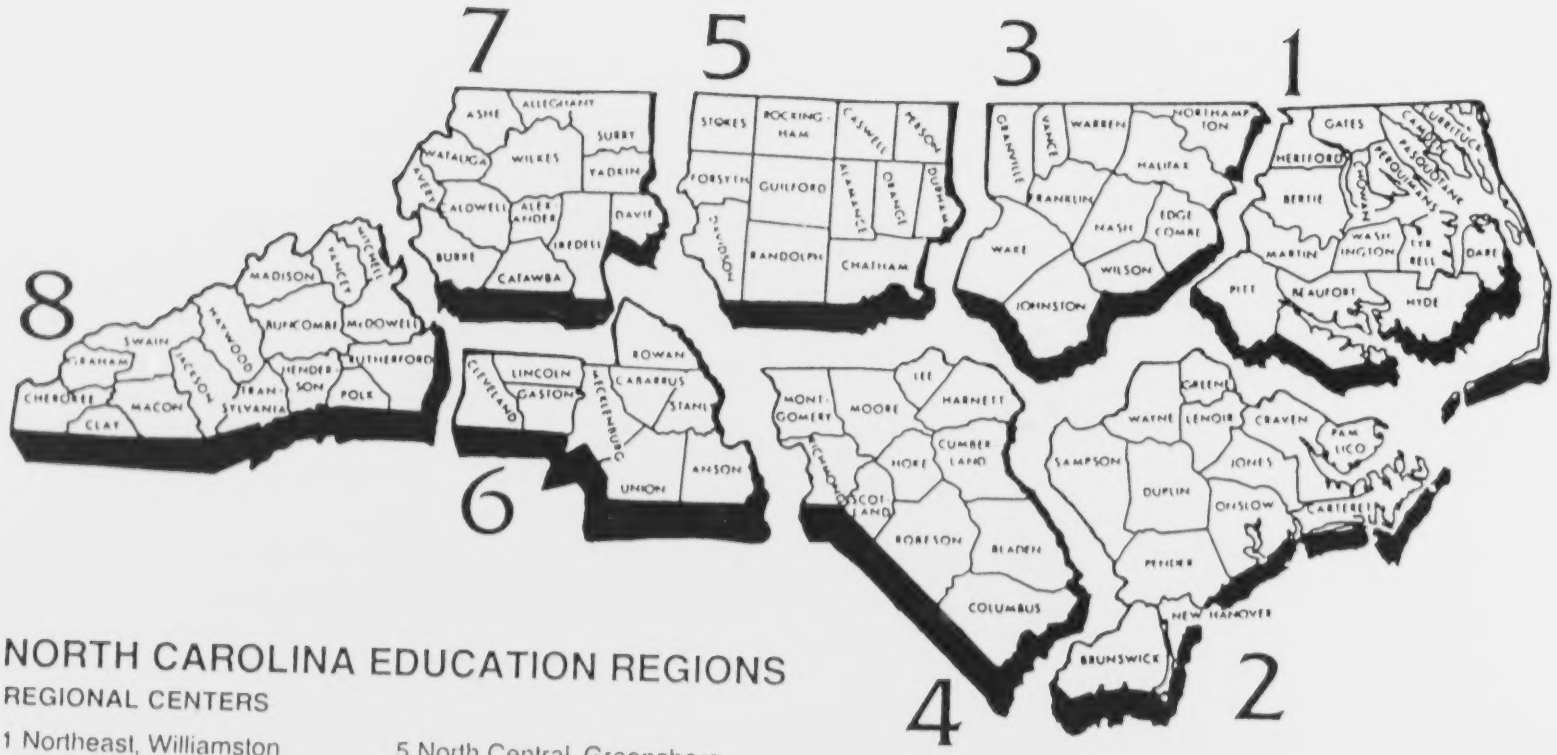
Adopted February 23, 1990

North Carolina's unemployment rate dropped from an average 3.7 percent in the quarter ending June 30, 1989 to an average 3.5 percent in the quarter ending September 30, 1989. Quarterly unemployment rates ranged from an average low of 1.3 in Currituck County to a high of 19.3 per cent in Graham County according to the North Carolina Report: A Quarterly Summary of State and Local Market Conditions, Quarter Ending September 30, 1989.

According to the "1989 Numbers Report," a publication of the Department of Public Instruction, 66 percent of the 1986-87 vocational student completers were employed either full-time or part-time after graduation. Yet, according to the News and Observer (January 14, 1990 Section F, pages 1;6), the headline declares: "Low-skill labor in rural areas makes industry recruiting tough." This article, citing a study by the Federal Reserve Bank of Richmond, pointed out the "... manufacturing industries that grew in the 1980's set up shop in the cities and suburbs because rural counties often do not have enough skilled workers to staff a big plant." As is well-known, North Carolina is predominately a state of rural counties. Moreover, the State of North Carolina is also a state where a large number of our people are employed by small businesses. Notwithstanding all of these understandings, the public school organization does not have an effective regional mechanism to gather the views and concerns of the business community and to focus these concerns. Such would be a purpose of the recommendation of this paper, among other purposes. (See attached regional map.)

Last year, based on a recommendation of this Council, the State Board of Education agreed to invite economic developers to regional meetings during the training of local advisory committee members. This Council applauds the State Board, the State Department of Public Instruction and especially the Division of Vocational Education for these regional training sessions. The Council believes that the recommendation of this paper would build on this prior effort.

Accordingly, **THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE SUPERINTENDENT ESTABLISH A "Regional Vocational Education Advisory Committee" IN EACH OF THE EIGHT EDUCATION REGIONS TO SERVE AS A RESOURCE TO THE REGIONAL DIRECTOR AND TO THE COORDINATOR OF VOCATIONAL EDUCATION PROGRAMS IN THE REGION AND FOR THE STATE BOARD OF EDUCATION TO ENDORSE THIS RECOMMENDATION.**



NORTH CAROLINA EDUCATION REGIONS

REGIONAL CENTERS

1 Northeast, Williamston
2 Southeast, Jacksonville
3 Central, Zebulon
4 South Central, Carthage
5 North Central, Greensboro
6 Southwest, Charlotte
7 Northwest, Wilkesboro
8 Western, Waynesville

NOTE Rowan County, although in Education District 7, is served by the Southwest Regional Education Center in Charlotte

SECTION 11

"AN ACT TO PROVIDE THE IMPLEMENTATION OF PROGRAMS TO ADDRESS THE NURSING SHORTAGE IN THE STATE"

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION AND THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA ESTABLISH A "Joint Committee on Allied Health and Nursing" AND FOR THESE BOARDS TO INVITE THE STATE BOARD OF COMMUNITY COLLEGES TO BECOME A MEMBER OF THE "Joint Committee on Allied Health and Nursing."

Adopted February 23, 1990

On July 1, 1989, the North Carolina General Assembly ratified a bill entitled "AN ACT TO PROVIDE THE IMPLEMENTATION OF PROGRAMS TO ADDRESS THE NURSING SHORTAGE IN THE STATE" (Chapter 560, House Bill 320). This six-page Act sets the policy of the General Assembly related to the topic of the nursing shortage in this state. Part of this Act requires, under the heading of "Health Occupations in the Public Schools," the following:

> *Sec. 3.* (a) The Department of Public Education shall develop a second, more rigorous academic health occupations track for students planning to pursue a college degree in health occupations. The Department of Public Education shall report on its progress in developing the second health occupations track to the General Assembly and to the Legislative Commission on Nursing by November 1, 1989.
>
> (b) The Department of Public Education and the Board of Governors of The University of North Carolina shall work collaboratively to determine if current health occupations courses in the secondary schools can be altered to meet the criteria for acceptance under The University of North Carolina's minimum entrance requirements.
>
> (c) The Department of Public Education and the Area Health Education Centers of The University of North Carolina shall jointly plan summer programs in health careers for rising ninth, tenth, and eleventh grade students to provide exposure to health careers, to provide part-time employment in health care facilities for students, and to offer further academic instruction and credit in science and math. The programs may be targeted to particular regions of the State, and may be designed to use such resources as the

vocational education teachers, the experiences of The University of North Carolina Math-Science Education Network's Pre-College Program, and The North Carolina School of Science and Mathematics. These plans, with cost estimates shall be reported back to the General Assembly and to the Legislative Commission on Nursing by November 1, 1989.

Responding to these aforementioned directives of the General Assembly, the Department of Public Education forwarded Attachment I to the General Assembly under date of November 16, 1989, even though the law required a response by November 1, 1989. Also, included with Attachment I is a departmental memorandum pointing out why this legislative requirement was *not* identified as an informational item to the State Board of Education. Admittedly, the legislation *does not* require the State Board of Education to review or know about Attachment I. Notwithstanding that fact, the State Advisory Council on Vocational Education, hereinafter called "The Council," believes the State Board of Education should have been briefed on this matter. It should be pointed out, however, that the legislation *does* require the Board of Governors of The University of North Carolina to work collaboratively with the Department of Public Education "... to determine if current health occupations courses in the secondary schools can be altered to meet the criteria for acceptance under The University of North Carolina's minimum entrance requirements." As far as can be ascertained, the Board of Governors has not been made aware of this requirement by the President of The University System.

At the same time that these efforts as previously mentioned are underway, the State Board of Community Colleges is also engaged in looking at its nursing and nursing related programs. For example, Attachment II was on the February 8, 1990 agenda of the State Board of Community Colleges. Because of Attachment II and other factors, The Council **RECOMMENDS THAT THE STATE BOARD OF EDUCATION AND THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA ESTABLISH A "Joint Committee on Allied Health and Nursing" AND FOR THESE BOARDS TO INVITE THE STATE BOARD OF COMMUNITY COLLEGES TO BECOME A MEMBER OF THE "Joint Committee on Allied Health and Nursing."**

Attachment I

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

6 West Edenton Street • Education Building
aleigh, NC 27603-1712

Bob Etheridge
Superintendent

January 5, 1990

MEMORANDUM

TO: Weaver Rogers

FROM: Ann Berlam

RE: Nursing Shortage Alleviation Act Report

The Nursing Shortage Alleviation Act, HB 320, requires two reports to the General Assembly from the Department of Public Education. These reports were due November 1, 1989. When the "Chronological Schedule of Legislative Reports" was prepared, a date for SBE Reports Due Dates for these two reports was not included. Since the reports were due November 1 and the "Chronological Schedule" was not ready until the end of September, Dan Jones and I did not list a reporting date for these reports for the State Board because the deadline for submission of items for the October Board had passed.

These two reports were prepared by the Division of Vocational Education and were submitted to the General Assembly on November 16, 1989. Attached is the cover letter transmitting these reports and a copy of the reports for your information.

Nancy Raynor was asked to present this information to the Legislative Commission on Nursing at its December 14, 1989 meeting.

Please let me know if you have any questions. Thank you.

AB/m

cc: Anthony Copeland

Attachments

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

116 West Edenton Street • Education Building
Raleigh, NC 27603-1712

919-733-3813

Bob Etheridge
Superintendent

November 16, 1989

TO: The Honorable James C. Gardner, Lieutenant Governor
The Honorable Josephus L. Mavretic, Speaker, House of Representatives
The Honorable Marvin Ward, Cochair, Commission on Nursing
The Honorable Martin Nesbitt, Cochair, Commission on Nursing
Members, Commission on Nursing
Members, North Carolina General Assembly

FROM: Daniel W. Jones, Director, Division of External Relations

RE: Nursing Shortage Alleviation Act Report

House Bill 320, "Nursing Shortage Alleviation Act," Sections 3(a) and 3(c) of the 1989 Session of the General Assembly requires a report on the progress in developing a more rigorous academic health occupations track and on plans for summer programs for 9th, 10th, 11th grade students.

Attached are both reports which were prepared by the Division of Vocational Education Services.

Please call me if you have questions or desire additional information. Thank you for your continuing interest in and support for our public school girls and boys.

DWJ/m

Attachment

cc: Ann E. Berlam
Linda Powell
Jim Johnson
Vivian Halperen
Sylvia Fink
Grace Collins

an equal opportunity/affirmative action employer

Proposal To Implement
Provisions of Ratified Chapter 560 House Bill 320

Sections 3(a) and 3(c)

An Act to Provide for the Implementation
of Programs to Address the Nursing Shortages

Prepared by
Division of Vocational Education Services
116 West Edenton Street
Raleigh, NC 27603-1712

October 31, 1989 64

Proposal to Implement an Act to Provide for the Implementation of Program to Address the Nursing Shortages

Overview

House Bill 320 requires that the Department of Public Instruction implement the following provisions to:

1. Develop a second, more rigorous academic health occupations track for students pursuing a college degree in health occupations.

2. Work collaboratively to determine if current health occupations courses in secondary schools can be altered to meet the University of North Carolina's minimum entrance requirements.

3. Plan jointly with the Area Health Education Centers of the University of North Carolina, The University of North Carolina Math-Science Education Network Pre-College Program and the North Carolina School of Science and Mathematics summer programs in health careers for rising ninth, tenth, and eleventh grade students.

4. Distribute informative materials provided by the Area Health Education Centers to middle school career exploration teachers.

The Division of Vocational Education Services, Health Occupations Education area, will provide the leadership in implementing the proposed activities.

Progress to Date

1. With the assistance of North Carolina State University and health practitioners, the curriculum for Health Occupations I and II has been revised. It is now being field-tested by secondary health occupations teachers.

2. Marketing materials publicizing the secondary health occupations programs have been prepared by Brian Center Management Corporation and distributed to health occupations teachers.

3. Contact has been made with a representative of the Area Health Education Centers of the University of North Carolina in order to establish a closer working relationship.

Proposed Date of Completion	Proposed Activities
November 1, 1989	Develop a plan for summer programs in health careers for rising ninth, tenth, and eleventh grade students. Involve representatives from Area Health Education Centers of the University of North Carolina System, the University of North Carolina Math-Science Education Network Pre-College Program, the North Carolina School of Science and Mathematics, and the Health Occupations Education section of the Division of Vocational Education Services.
December 1, 1989	Organize a task force to develop a detailed plan of action to implement Section 3 of House Bill 320. Include representatives from the Division of Vocational Education Services, State Department of Public Instruction, North Carolina Board of Governors of the University System, and Area Health Education Centers of the University of North Carolina. The task force will be asked to: (a) Review follow-up data collected from students who have completed the secondary health occupations scope and sequence. (b) Ascertain the appropriateness of the current secondary health occupations scope and sequence and recommend modifications. (c) Further develop courses of study and/or instructional materials for secondary health occupations students to follow for entry into a collegiate health occupations program. (d) Identify and recommend curriculum alternatives that will satisfy at least one of the three minimum science requirements for entry into the University of North Carolina System.
April 1, 1990	Present recommendations of task force for review/adoption.
May 30, 1990	Access or develop (if funding permits) health careers materials to distribute for use in middle grades career exploration classes.
August 30, 1990	Complete summer programs, if funding permits. (See Attachments I and II for cost estimates).
September 30, 1990	Complete training for career exploration teachers, health occupations teachers, and guidance counselors about using health career marketing materials. Complete training for health occupations teachers to use the modified curriculum materials.
June 30, 1991	Begin evaluation of the effectiveness of curriculum changes and summer programs on enrollment in health occupations.

Attachment I

COST ESTIMATES FOR SUMMER PROGRAMS IN HEALTH CAREERS FOR RISING NINTH, TENTH, AND ELEVENTH GRADE STUDENTS

	Cost Per Student	Total Cost
Facility Cost (Prorata meeting room rental)	$ 20.00	$ 1,200.00
Refreshment Breaks (Average $6 per day)	30.00	1,800.00
Instructor fees (5 instructors @ $20 average per student)	100.00	6,000.00
Instructor Travel/Subsistence ($6 per day per student)	30.00	1,800.00
Temporary Clerical Fees ($2 per day per student)	10.00	600.00
Room and Board ($40 per day per student)	200.00	12,000.00
Transportation (Round Trip & On-Site for students)	100.00	6,000.00
Supplies, materials, postage, and telephone (Per student)	200.00	12,000.00
Student Mentor/Counselor (One per 5 students @ $100 per counselor per day)	100.00	6,000.00
Student Stipend ($10 per day)	50.00	3,000.00
	$ 840.00	$ 50,400.00

NOTE: Costs are given based on a total of 60 students for a five-day residential program.

Attachment II

RECOMMENDED PLAN FOR SUMMER PROGRAMS IN HEALTH CAREERS FOR RISING NINTH, TENTH, AND ELEVENTH GRADE STUDENTS

	PROPOSED ACTIVITIES	PROPOSED DATE OF COMPLETION
1.	Confirm program sites, lodging arrangements, meals, etc.	February 29, 1990
2.	Mail notices of summer program to local education agencies (announcement, application, etc.)	March 15, 1990
3.	Develop detailed content, activities, outlines, evaluations, etc.	April 15, 1990
4.	Confirm instruction personnel, counselors/ mentors, chaperones, etc.	June 15, 1990
5.	Confirm media coverage of program.	June 30, 1990

NURSING ADMISSION/ENROLLMENT SURVEY

FOR

ASSOCIATE DEGREE AND PRACTICAL NURSING PROGRAMS NORTH CAROLINA COMMUNITY COLLEGE SYSTEM 1989-1990

NURSING PROGRAMS
OCCUPATIONAL PROGRAM SERVICES
N. C. DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

During Fall, 1989, a survey was made to determine the number of nursing applicants, admissions and enrollments for nursing programs offered in the North Carolina Community College System. Forty-eight associate degree and twenty-one practical nursing directors responded to the survey.

Inquiry was made to obtain information on the number of nursing students each college was approved to admit by the North Carolina Board of Nursing; the number of applicants for 1989-90; number of those applicants who met the minimum admission requirements; number actually admitted for 1989-90; of those admitted, how many actually enrolled; and the number of qualified applicants not admitted due to class limits. Inquiry was also made into career counseling and tracking of nursing applicants who met the minimum admission requirements, could not enroll in the 1989-90 classes but were enrolled into pre-nursing general and related nursing credit courses. In addition, inquiry was made into enrollment of nursing applicants, who failed to meet the minimum admission requirements into developmental or other non-credit courses. A summary of the survey information for both associate degree and practical nursing follows.

Associate Degree Nursing (T-059 and T-116)

The forty-eight associate degree nursing programs in the North Carolina Community College System are authorized by the North Carolina Board of Nursing to admit 4,091 nursing students annually. Through special request, the community colleges were approved by the North Carolina Board of Nursing to admit 321 additional students to special or new programs.

For the Fall, 1989-90 classes, there were 11,905 applicants for associate degree nursing of which 4,101 met the minimum admission requirements while 4,168 failed the admission requirements and 3,636 failed to complete or return applications. Two thousand nine hundred seventy-four of the applicants who failed to meet the admission requirements enrolled in developmental or other courses. Two thousand seven hundred twenty-six of the 1989 qualified applicants were admitted while only 2,244 actually enrolled along with 1,422 seniors for a total of 3,666 nursing student enrollment for 1989. One thousand three hundred ninety qualified applicants could not be admitted due to class limits. One thousand nine hundred fifty-three were not admitted for other reasons.

Practical Nursing (V-038)

Twenty-five practical nursing programs are authorized by the North Carolina Board of Nursing to admit 790 nursing students annually. This is an increase of 142 students above the 1988 authorization.

For the 1989-90 classes, there were 3,086 applicants of which 1,244 met the minimum admission requirements while 1,239 failed the admission requirements and 603 failed to complete or return applications. Seven hundred eighty-three who failed to meet the admission requirements enrolled in developmental or other courses. Six hundred eighty-five of the 1,244 qualified applicants were admitted while 641 actually enrolled. Four hundred forty-one qualified applicants could not enroll due to class limits and 403 were not admitted for other reasons.

1-2-90
VERCIE ELLER
DCC

NURSING STUDENT ADMISSIONS SURVEYS
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

	ASSOCIATE DEGREE NURSING (T-059 & T-116)		PRACTICAL NURSING (V-038)	
	1988-89	1989-90	1988-89	1989-90
NO. NURSING PROGRAMS	46	48	21	25
NO. APPROVED TO ADMIT BY NCBN	3770	Fresh./Seniors 2226 1865 4091	648	790
NO. APPLYING	7436	11,905	1799	3086
NO. MEETING ADMISSION REQUIREMENTS	2792	4101	967	1244
NO. ADMITTED	2091	2726	605	685
NO. ENROLLED	Fresh./Seniors 2043 1158 3201	Fresh./Seniors 2244 1422 3666	514	641
NO. FAILING TO MEET MIN. ADMISSIONS REQUIREMENTS	4044	4168	832	1239
NO. NOT ADMITTED DUE TO CLASS LIMITS	460	1390	239	441
NO. NOT ADMITTED FOR OTHER REASONS	942	1953	108	403
NO. REFERRED TO CAREER COUNSELING/ DEV. TRACKING	772	Enrolled Develop Course | Other Course 2096 878 2974	102	Enrolled Develop Course | Other Course 647 136 783

SECTION 12

How can we exclude *practical education* from our graduation requirements?

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS "AGAIN" THAT THE STATE BOARD OF EDUCATION REQUIRE THE SUCCESSFUL COMPLETION OF AT LEAST ONE VOCATIONAL EDUCATION COURSE IN ORDER TO RECEIVE A HIGH SCHOOL DIPLOMA IN NORTH CAROLINA.

Adopted May 18, 1990

This is the essence of a recommendation that was made to the State Board of Education in 1983. The specific recommendation, at that time, was that the State Board of Education ESTABLISH VOCATIONAL EDUCATION AS A HIGH SCHOOL REQUIREMENT. The rationale for this prior recommendation is shown in Attachment I. The response of the State Board of Education to that prior recommendation is shown in Attachment II.

Notwithstanding this response by the State Board of Education in 1984, the State Advisory Council on Vocational Education has repeated the essence of this prior recommendation. While the evidence for this recommendation as cited in Attachment I is overwhelming, current data provides additional support for this repeated recommendation. For example, consider the following data about the "College Going Rate" of North Carolina high school students:

Calculation of North Carolina Freshman College-Going Rate +

A.	First-time Freshmen *		
1.	UNC	16,707	17,861
2.	Private Colleges	6,329	7,034
3a.	Community College System	10,272	11,533
3b.	Estimated college transfer @ 15% of line 3a	1,541	1,730
4.	Attend out-of-state @ 3.9% of line B in 1986, 4.5% in 1988	2,676	3,194
5.	Trade and Business @ 3.4% of line B in 1986 and 1988	2,333	2,414
B.	North Carolina High School Graduates	68,609	70,988
C.	College-Going Rates		
1.	Total Postsecondary (A1+A2+A3+A4+A5) / B	55.8%	59.2%
2.	Total Postsecondary Exclude Trade and Business (A1+A2+A3+A4) / B	52.4%	55.8%
3.	Total Collegiate (A1+A2+A3b+A4) /B	39.7%	42.0%

*First-time freshmen who graduated from a North Carolina high school during the previous school year. Percentages in line 4 and 5 are based on Department of Public Instruction data on high school graduates' plans to attend postsecondary institutions following graduation.

+Provided by UNC - General Administration

Then comes the "Completion Rates" for students who enrolled in the constituent institutions of The University as freshmen in 1983 and 1984.

Five-year Graduation Rates for All Students
Who Enrolled as Freshmen in Fall 1983

School	Total number students	5-yr graduation rate
ASU	1,900	47.7
ECU	2,492	40.5
NCCU	990	24.5
NCA&T	1,203	27.3
NSCU	3,189	52.6
PEMBROKE	367	34.0
UNC-CH	3,186	74.7
UNC-C	1,342	40.0
UNC-G	1,210	45.0
UNC-W	1,113	36.2
WCU	1,152	30.1
WSSU	517	23.8

Source: UNC System

Five-year Graduation Rates for All Students
Who Enrolled as Freshmen in Fall 1984

School	Total number students	5-yr graduation rate
ASU	1,868	50.0
ECU	2,683	38.3
NCCU	765	24.2
NCA&T	1,057	32.0
NSCU	3,414	51.1
PEMBROKE	376	35.0
UNC-CH	3,390	72.2
UNC-C	1,367	45.1
UNC-G	1,256	47.5
UNC-W	1,113	38.0
WCU	1,170	36.9
WSSU	561	22.4

Source: UNC System

These data make the case for at least one strong, effective vocational education course for high school graduation. Indeed, that was the essential testimony of the Executive Director of the State Advisory Council on Vocational Education to the Task Force on Excellence for Secondary Education on January 25, 1990.

If a vocational education course was required of every high school student what should it be? It would be a course made up of at least three components: (1) employability skills, (2) keyboarding and, (3) basic knowledge

about computers. The inclusion of one unit of "Computer Keyboarding/Typing" for high graduation is also a recommendation from the Tarheel Association of Principals/Assistant Principals in a "Postion Paper on School Reform in North Carolina 'Schools for the Twenty-First Century'" (page 9) under date of February 28, 1990 and is Atachment III.

Indeed, support for the recommendation of this paper also appears to be evident from reading Executive Order Number 107, under date of March 14, 1990, when the Governor of the State etablished the "North Carolina Governor's Commission on Workforce Preparedness." Part of the Executive Order states that: ". . . global economic and technological forces are creating a new knowledge-intensive economy that requires a highly-adaptable and better-educated worker."

One has to wonder if the "right hand knows what the left hand is doing," however, because almost at the same time that the Governor was making his announcement about establishing the Workforce Preparedness Commission on March 8, 1990, the State Board of Education had, the morning of that date, acted to drop "one unit of vocational and one unit of arts . . . ." from the Scholars Program (SBE Highlights, p.1). The data of this paper suggest that this action of the State Board of Education to be out of step with reality. To correct this prior action, **THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS "AGAIN" THAT THE STATE BOARD OF EDUCATION REQUIRE THE SUCCESSFUL COMPLETION OF AT LEAST ONE VOCATIONAL EDUCATION COURSE IN ORDER TO RECEIVE A HIGH SCHOOL DIPLOMA IN NORTH CAROLINA.**

1983 Annual Report Entitled
The Next Move

The Council recommends that the State Board of Education ESTABLISH VOCATIONAL EDUCATION AS A HIGH SCHOOL REQUIREMENT.

There are four major reasons for this recommendation: (1) The General Assembly has legally recognized vocational education as an integral part of the education process; (2) National groups have long extolled the value of vocational education; (3) Employment trends forecast a critical need for vocational education; and (4) The State Board sees vocational education as a component part of a significant education program.

Although vocational education has been offered to public high school students of our state since the early part of this century, it was not until 1977 that it was legally recognized as an integral part of the secondary education curriculum. That 1977 state law, in part, reads:

> "It is the intent of the General Assembly that vocational education be an integral part of the education process. The State Board of Education is authorized and directed to administer through local boards of education a comprehensive program of vocational education which shall be available to all students who desire it in the public secondary schools . . . "[1]

The principle that vocational education should be a component part of a school program has been supported by national groups since at least 1918. In that year, the "Seven Cardinal Principles of Education" were adopted by a national Commission on the Reorganization of Secondary Education whose recommendations included teaching of "salable skills" to high school students. The Commission's "Principles" probably were influenced by the Smith-Hughes Act of 1917, the first federal law on vocational education. The pronouncements of the Educational Policies Commission of 1938, 1946, and 1958 supported programs of vocational education. Likewise, the "Ten Imperative Needs of Youth," adopted by the Committee on Planning and Development of the National Association of Secondary School Principals in 1947 declared, as its first "Imperative," that "All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life."[2]

A recent report entitled *A Nation at Risk: The Imperative For Educational Reform* said that the new curriculum should include vocational courses "that advance students' personal, educational, and occupational goals."[3] Moreover, the report recommended instituting the "New Basics," including half a year of instruction in computer science.[4] Certainly computer science is one course which should be offered under the aegis of vocational education. As a matter of record, The Council, in a 1980 report entitled *A Time To Design* addressed to the State Board of Education and to the State

Board of Community Colleges, observed that ". . . the computer field will need attention by the state now and in the immediate future."[5]

While more than 60 per cent of all high school graduates in the state intend to continue their education beyond high school,[6] about half of those who do enroll in post-secondary education drop out before completing a course of study.[7] When we consider that nearly 40 per cent of high school graduates *do not* continue their education, and a high percentage of students drop out before completing post-secondary education, we deduce that at least 70 per cent of all high school graduates immediately can benefit from vocational education. Even for the 30 per cent of the students who will complete post-secondary education, vocational education ought to be required. For example, during school year 1981-82, almost 18,000 individuals with baccalaureate or higher degrees were enrolled either full or part-time in the state's Community College institutions. More than 85 per cent of the full-time enrollments were in technical and vocational classes.[8]

According to the *Chronicle of Higher Education* (June 15, 1983), "The American economy is not expected to produce new high-level jobs as fast as college students are trained to fill them .."[9] The *Chronicle* points out that the number of college graduates looking for jobs will grow more slowly during the 1980's than in the 1970's. An increasing number of graduates ". . . will be forced to accept jobs incommensurate with their level of training."[10] During the 1980's the fastest-growing occupations - in percentage terms - will be in data processing, machine mechanics, paralegal work, computer systems analysis, and computer operation.[11]

The State Board of Education sees vocational education as an important subject for study. When the Board established the North Carolina Scholars' Program in 1983, vocational education was one of the course requirements.[12] Because of these reasons and others, the Council recommends that the next move for the State Board of Education be the establishment of vocational education as a high school requirement.

Footnotes for Attachment I

1. Public Schools of North Carolina, issued by the State Board of Education, 1981, p. 89.

2. Latta, E. Michael, "Options for Strengthening THE FIELD OF VOCATIONAL EDUCATION: A North Carolina View on Reauthorization," adopted by the Council, February 26, 1982, p. 16.

3. **A Nation At Risk: The Imperative for Educational Reform**, a report to the Nation and the Secretary of Education, U.S. Department of Education, by the National Commission on Excellence in Education, April 1983, p. 26.

4. **Ibid.**, p.24.

5. **A Time to Design**, issued by State Advisory Council on Education, 1980, p.21.

6. **1983 Statistical Profile: North Carolina Public Schools,** issued by the Controller's Office, State Board of Education, May 1983, pp. I-21 & I-22.

7. **A Time to Develop**, issued by the State Advisory Council on Education, 1979, p. 25.

8. Data provided by the Department of Community Colleges by Memo, dated March 17, 1983; also see, "Remarks" by President Robert W. Scott at the NCCCAEA Conference May 6, 1983, p. II - II - II.

9. Magarrell, Jack, "Job Market for College Graduates Called 'Bleak' for Rest of 1980's "**The Chronicle of Higher Education**, Volume XXVI, Number 16, June 15, 1983, p. 1.

10. **Ibid.**

11. **Ibid.**, p. 12.

12. **State Board of Education Minutes**, March 2, 1983 (See Folder # 2), p. 6.

RECOMMENDATION (2) ESTABLISH VOCATIONAL EDUCATION AS A HIGH SCHOOL REQUIREMENT

While making vocational education a high school requirement probably has appeal to selected groups in this state, one needs to examine the benefits of this. For example, if the requirement is going to be only that of a single course in vocational education, one needs to look at the current system. Presently, for a student to derive the greatest benefits from vocational education, he or she needs to be enrolled in a sequence of courses which creates a program across several grades. This indepth approach, by all statistics, seems to be beneficial to and effective for a student. However, the compromise that a student has to make in his or her education schedule is that of foregoing other courses offered in order to do this. On the other hand, if only a single course is required, we could probably question the value of this to a student, unless it is to satisfy a personal or avocational need. Surely, it is not likely to produce the kinds of skills which a student would need to impress a future employer.

However, if we look to broadening the definition of vocational education toward providing more general skills that would have application to their daily living, then the requirement might be acceptable. Another approach might be to include a course in the public schools which is designed to assist students in seeking, finding, and keeping a job. This could have benefit to all. The Division of Vocational Education has such a course, but it is in limited use in local education agencies at this time.

If this recommendation encourages a requirement for the student which includes a sequence of courses over several years during his/her secondary schooling, this could infringe on a student's personal choice extensively. While the intent of this recommendation is worthwhile in having vocational education recognized as an integral part of the total education program, history seems to indicate that the needs of students are best served through vocational education being a viable elective alternative in the selection of a high school program by students.

1. Develop a core curriculum that will better prepare all students for life after graduation.

SPECIFIC RECOMMENDATIONS

Increase graduation requirements to twenty-two units.

Increase required units to graduate to fifteen.

A. CORE CURRICULUM REQUIREMENTS FOR GRADUATION

UNITS		
	4	English
	3	Math - Algebra required
	3	Science - Physical Science & Biology required
	3	Social Studies - U. S. History, International Relations, Government and Economics
	1	Computer Keyboarding/Typing
	1	Health and Physical Education
	15	Required
	7	Elective
	22	Total

B. LIFE-SKILL ELECTIVES

Life-skill elective instruction should be fully funded for all students (K-12) by the State. This would include the arts (music--- instrumental and choral, dance and drama), individual athletic skills such as golf and tennis, and a full schedule of vocational programs.

*From a paper titled: "The Tarheel Association of Principals/ Assistant Principals Position on School Reform in North Carolina 'Schools for the Twenty-First Century'" released on February 28, 1990.

SECTION 13

"Literacy efforts in North Carolina is best described as a nonsystem!"

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE GOVERNOR AND THE "State Educational Agency" (currently that is the State Board of Community Colleges/Department of Community Colleges) REVIEW THE ATTACHED ENTITLED "Literacy Education for the Future" AND TO TAKE THE NECESSARY STEPS TO ACT ON THE RECOMMENDATIONS IN THE PAPER.

Adopted May 18, 1990

The State Advisory Council on Vocational Education, hereinafter called "The Council," has been concerned with improving the literacy level of the people in North Carolina for some time. In fact, as long ago as in its 1972 Annual Report, The Council had this, in part, to say:

> We believe that there is a direct relationship between reading and employment, arithmetic and income, writing and self respect.
>
> We are concerned with the large number of adults in the State with little or no functional skills in reading and writing. This pool is continuing to be fed by a substantial number of students who are leaving school with minimal reading and writing skills.
>
> We urge the Department of Community Colleges and the institutions in the Community College System to give increased emphasis to seeking out and enrolling adults who should be involved in adult basic education programs.
>
> We urge all local and State professional, civic, social, religious, cultural, and governmental organizations, as well as business, industry, and the mass media to actively promote and participate in this effort.
>
> The increasing complexity of skills required for success in the world of work demand that nearly all workers possess abilities in reading.

Remember the aforementioned statement was in The Council's 1972 Annual Report. A review of the paper: "Workforce Preparedness for Economic Development: Report on the 1989 North Carolina Business and Industry Survey," a joint initiative of the Office of Policy and Planning, Department of Administration; Division of Employment and Training, Department of Economic and Community Development; and the Business Committee for Education, Office of the Governor came to similar conclusions. Notice the following conclusion from this current report:

> North Carolina's future, as well as that of the nation, will hinge in important ways upon all students in the educational system; however, much of our economic future will depend upon the forgotten half of our student population. These will be the "human capital" upon whom we base a major portion of our economic hopes. But even if we are successful in reforming elementary and secondary education, public school reform only solves a small part of the immediate problem with our workforce.

That is why the recommendations in the attached paper are so very important and so very timely. Witness, for example, the creation of the North Carolina Governor's Commission on Workforce Preparedness of March 14, 1990. In this Executive Order (#107), the Governor has this, among others, to say:

> Too many problems persist among our human resources that suggest a growing gap between the skills employers need and the skills both new and experienced workers bring to the labor market.

One of the duties of The Council is to give advice to the Governor and to the statewide education boards on policies the State should adopt to improve vocational education. One of the specific legal requirements that permits The Council to determine how literacy education and vocational education are essential components of workforce preparedness is the review of the State Plan for Vocational Education. Indeed, Section 113(10) of Public Law 98-524, as amended, requires the State Board of Education in concert with the State Board of Community Colleges to describe the joint planning and coordination of programs carried out under the federal Vocational Education Act and the Adult Education Act.

To facilitate The Council's review of the State Plan for Vocational Education for 1990-92, in regard to Adult Basic Education, an outside consultant was engaged to review the Adult Education Act and the State Plan for Adult Education. The results of that review by the outside consultant is contained in the attachment.

A review of the consultant's work provided The Council with a number of disturbing facts. From the facts, The Council has concluded that the literacy efforts in North Carolina can best be described as a nonsystem. Our literacy effort lacks an overall policy to direct it and the administrative commitment necessary to see that literacy education is given its priority among other educational programs.

Goal #5 of our National Goals for Education is "Adult Literacy and Lifelong Learning." The overall goal is that by the year 2000, every adult will be literate and will possess the knowledge and skills necessary to compete in a global economy. If North Carolina is to be a part of this national goal, action is required NOW! Indeed, if the literacy education program in North Carolina was a publicly held corporation, it would have been declared

bankrupt long ago. Accordingly, The Council RECOMMENDS THAT THE GOVERNOR AND THE "State Educational Agency" (currently that is the State Board of Community Colleges/Department of Community Colleges) REVIEW THE ATTACHED ENTITLED "Literacy Education for the Future" AND TO TAKE THE NECESSARY STEPS TO ACT ON THE RECOMMENDATIONS IN THE PAPER.

LITERACY EDUCATION FOR THE FUTURE

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PREFACE

The purpose of this paper is to answer a question posed by the State Advisory Council on Vocational Education. The question: HOW CAN NORTH CAROLINA'S ADULT LITERACY EDUCATION PROGRAM BE STRENGTHENED. Answers were found by examining the following documents: (1) the Adult Education Act; (2) the North Carolina State Plan for Adult Literacy Education, Fiscal Years 1990-93; (3) the Compensatory Education Program of Study; (4) the North Carolina Adult Basic Education Program Guide 1987; and (5) The 1988-89 Adult High School Diploma Program in North Caroina: A Description. Findings are summarized in LITERACY EDUCATION FOR THE FUTURE.

Dr. E. Carole Tyler, author of "Literacy Education for the Future," is President of Network Ventures, Inc, an educational consulting firm specializing in the development of organizations and programs that serve adult learners. Dr. Tyler's career spans 20 years of experience as a teacher, researcher, writer and program administrator within North Carolina's network of public and private institutions of higher education.

Dr. Tyler was formerly Dean of Students at Montreat-Anderson College, Montreat, NC; Director of Admissions and Financial Aid at Peace College, Raleigh, NC; Director of the North Carolina Educational Information Centers Program for the North Carolina University System; and Visiting Lecturer in North Carolina State University's Graduate School of Education, Raleigh, NC. Most recently, Dr. Tyler has conducted training workshops for Adult Basic Education Instructors and Administrators in all 58 institutions in the North Carolina Community College System.

Dr. Tyler, who is also the author of "The 1988-89 Adult High School Diploma Program in North Carolina: A Description," holds a Doctorate in Adult and Community College Education from North Carolina State University, Raleigh, NC.

LITERACY EDUCATION FOR THE FUTURE

> North Carolina has a very serious problem: we have a sizable (and growing) underclass. North Carolinians have completed 12.3 years of school compared with th 12.6 national average. Forty-two states boast higher percentages of college graduates. Only 55.3 percent of North Carolinians over 25 are high school graduates, a percentage that is surpassed by 45 states. And North Carolina ranks 44th in all states in the retention rate of students through high school graduation. Only 69.9 percent of the students who began high school in North Carolina stayed in school and graduated in 1985. Thirty-five thousand North Carolina teenagers drop out of high school each year. North Carolina has the tenth highest percentage of adults without an eighth grade education.
>
> The magnitude of these problems requires immediate answers. Who will take charge (Wilson, 1988, pp. 129-130)?

One way to "take charge" of raising the educational level of the general public is to develop a plan for raising the educational level of unemployed and "working poor" adults who never completed secondary school. North Carolina has such a plan, but what does it say?

The title of the most recently published plan is the NORTH CAROLINA STATE PLAN FOR ADULT LITERACY EDUCATION, FISCAL YEARS 1990-93 (The State Plan). The State Plan was prepared by the Department of Community Colleges and approved by the State Board of Community Colleges as a part of North Carolina's application for federal funds to operate the Adult Education State-administered Basic Grant Program. The application was approved by the United States Department of Education in 1989 and program operation for 1990 has begun.

THE ADULT EDUCATION ACT

Guidelines for developing The State Plan are outlined in the recently revised Adult Education Act (The Act). Public law 100-297 was signed into law on April 28, 1988. Title II, part B of Public Law 100-297 contains the most recent revisions to the Adult Education Act. Final regulations for submitting applications and implementing State-administered Basic Grant programs were published in the FEDERAL REGISTER, VOL. 54, NO. 159, Friday, August 18, 1989.

The purpose of The Act is to assist States in their efforts to prepare educationally disadvantaged adult learners to meet the responsibilities and enjoy the benefits of productive employment and citizenship. States that obtain federal funds to implement the adult education programs described in The Act are asked to do the following (FEDERAL REGISTER, Friday, August 18, 1989, p. 34409):

(1) Improve educational opportunities;

(2) Expand and improve the current system of delivering adult education services; and

(3) Encourage the establishment of adult education programs that enable adult learners to

- function as citizens;
- participate in job training programs;
- obtain and retain productive employment;
- complete secondary school.

THE STATE PLAN

The State Plan is North Carolina's response to The Act's request for specific information about the extent to which residents need adult literacy education programs. Also contained in The Plan is a description of how the State intends to use funds to expand and/or improve literacy education programs as well as descriptions of how the State will comply with The Act's requirements for operating the State-administered Basic Grant Program.

States that apply for federal funds to operate literacy education progams are required to name a State Educational Agency (SEA) as the sole State agency responsible for the administration and supervision of adult literacy education.

> "State educational agency" means the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a state. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law (EDGAR, 34 CFR, 77.1, 1985, p. 350)."

Even though the Department of Community Colleges is not the agency or or officer "primarily responsible for the supervision of public elementary and secondary school," it serves as the SEA in North Carolina. In fact the Attorney General certified in The State Plan for 1990-93 "That the Department of Community Colleges has authority under state law to perform the functions of the State under The Program (The State Plan, page 1)." The legal basis for the stated assurance was not cited.

THE STATE ADVISORY COUNCIL ON LITERACY EDUCATION

States that receive funds to operate an Adult Education State-administered Basic Grant Program are required to "Establish a State Advisory Council; or designate an existing body as a State advisory council (FEDERAL REGISTER, VOL. 54, NO. 159, P. 34417)." The State Advisory Council is charged with the responsibilities of (1) representing citizens and groups within the state having an interest in adult education; (2) advising the SEA on the development of The State Plan; (3) approving the SEA's plan for conducting program reviews and evaluations; and (4) recommending to the SEA, the Governor, the State Legislature and the general public the adoption of policies and initiatives the State should pursue to strengthen the state-wide Adult Education program.

Currently, two state-level groups are functioning as advisory councils on the development of literacy initiatives in North Carolina. First, the State Plan includes a list of individuals who serve on the Paticipatory Planning Committee (PPC), the group that functions as an advisory council to the Department of Community Colleges in its role as the SEA for North Carolina. Second, the Governor's Advisory Council on Literacy was appointed in 1989. However, neither of these advisory councils functions in the way required by the Adult Education Act.

What The Act does make clear is that the State is responsible for developing, submitting and implementing The State Plan for Adult Literacy Education, and that it may accomplish this task by designating an SEA and an advisory council to serve as its agents in these matters.

THE PROBLEM

There are several areas of program development that are discussed in The State Plan without giving the information requested by The Act. For example, The State Plan does not provide data necessary to give accurate responses to the following questions that The Act says must be answered:

1. How many people in North Carolina are eligible for literacy education programs?
2. Who is included in the "target population?"
3. What do those who are eligible need to learn?
4. Are existing literacy education programs capable of meeting the needs of those who are eligible?
5. How many eligible adults are being served now?

Who_is_eligible?

The Act requires the SEA to conduct research and provide data to support claims about the number and distribution of those eligible for adult literacy education programs. The State Plan does not contain an accurate report of the total number of people who are eligible for adult literacy programs because the data presented do not describe the learning needs of adults in North Carolina.

First, the literacy education needs of the state are described with data collected and reported in seven different years between 1979 and 1989. These numbers are displayed in a collection of 15 tables and nine figures that report overlapping categories of educationally disadvantaged adults (The State Plan, Appendix II). Second, projected figures showing how the population of North Carolina might grow are used to imply there is a growing need for literacy education in the state. Sources of these data are not cited, and no evidence is provided to support the implication that the in-migration of new residents will affect the size of the population to be served by in the future (The State Plan, p.15).

Who_is_Included_in_the_Target_Population

States are required to identify a "target population," the group, or groups that literacy education programs intend to focus on serving. The group of 1,738,405 adults North Carolinians, age 16 or older who have completed less than 12

grades of schooling is identified as the SEA's "target population." Knowing the total number of adults who have not completed high school provides little information about the range and combination of competencies mastered by each individual. In fact, knowing how much formal education an individual has completed, even when that report can be documented, is to know very little about a person's ability to function as a literate person.

What Needs to be Learned?

What does a person need to know, or know how to do in order do what The Act says adults should be taught to do - - to function as a citizen, to participate in job training programs, to obtain and retain productive employment, and/or to complete secondary school? Who among the population of educationally disadvantaged adults has mastered which of the needed competencies and which needs will be addressed first? These questions are discussed, but not fully answered in The State Plan.

Can Existing Programs Meet the Needs?

The Act requires the SEA to include in The State Plan a description of the capability of existing programs and institutions to meet the needs of eligible adults. The SEA's response is to list the community college programs that comprise what is referred to as the Adult Literacy Program Continuum, to report the number of institutions that offer programs, to report the number of off-campus sites used to

offer programs in convenient locations, to describe some of the technology that is available for use at some or all sites where programs are offerred and to report that student participation in programs generates more than $16.5 million in state support annually.

What the SEA does not report in the State Plan is the fact that there is neither a commonly accepted body of knowledge and skills that is covered by the separate components of the adult literacy education program, nor a written description of the relationship of the content of one program to another.

Who is being served?

The State Plan reports that the North Carolina Community College System receives $20 million annually in federal and state funds to serve 102,000 adults or 6 percent of the "target population." Yet, the actual number served may be less than the figure reported because of the way student participation is reported. Local programs generate reports on the number of students served each quarter in each program. No provision is made to calculate the unduplicated number of adults served by all adult literacy education programs in a year.

For example, a student who completes an Adult Basic Education Program one academic quarter, may enroll in a General Education Development (GED) program the next quarter and be counted as two people served in one year. Too, some

individuals have enrolled in and graduated from Adult High School Diploma Programs after completing requirements for a GED certificate giving the impression that two people have completed secondary school requirements rather than one person completing the requirements twice. This method of counting inflates the actual number of individual adults reported as having completed secondary school.

CONCLUSION

A review of the information required by The Act and the information provided in The State Plan reveals some serious discrepancies.

1. Lacking in The State Plan is a clear definition of the total number and distribution of people who need to learn specifically defined competencies in order to "graduate" from being an educationally disadvantaged adult.

2. Data are not available to provide an accurate report on the actual number of adults who are either eligible to be served or who are currently being served.

3. North Carolina's adult literacy education program curriculum is undefined and fragmented.

WHAT IS THE FUTURE STATE?

Most would agree that it is not possible to describe what the future holds. However, it is possible to identify some of the questions that will precede us and to choose some of the questions we will pursue. For example, the question being discussed in this paper is a question that is already leading North Carolinians into the future. HOW CAN NORTH CAROLINA'S LITERACY EDUCATION PROGRAM BE STRENGTHENED?

There are some local programs that have well-defined literacy education curricula and accurate counts of the number of adults served. Also at the state level, some steps have been taken toward defining an adult literacy education curriculum and toward developing a better system for documenting participation in programs. However, there is much work left to be done in establishing a state-wide program before any claims can be made about meeting the needs of educationally disadvantaged adults. The following list of recommendations provides one view of how existing programs and structures can be developed into a more comprehensive, better coordinated literacy education program for "educationally disadvantaged" adults in North Carolina.

R E C O M M E N D A T I O N S

TO THE GOVERNOR

1. Examine federal laws, state laws and the current practice of adult literacy education by all providers. Identify all resources that can be used to provide adult literacy education programs. Then, determine the agency or body best suited to serve as the State Education Agency (SEA) responsible for the coordination of all programs and services that address the literacy and job training needs of adult learners in North Carolina.

2. Examine what the Adult Education Act says about a State's responsibilities regarding a State advisory council on adult education. Then, establish or designate an interagency advisory council to facilitate the coordination of all resources available to develop and provide a state-wide literacy education program that will enable educationally disadvantaged adults to achieve specific learning goals.

TO THE STATE EDUCATIONAL AGENCY

3. Design a statewide, computerized data collection system to provide the data needed to monitor service to adult learners, to monitor the participation and progress of each adult learner, to monitor program performance, and to generate the reports required to operate an Adul Education State-administered Basic Grant Program under the Adult Educaion Act as revised by Public Law 100-297.

4. Describe those who are eligible for adult literacy education programs by identifying the following: (a) characteristics of an educationally disadvantaged adult; (b) competencies needed to enjoy productive employment; (c) competencies needed to be a productive citizen.

5. Design a coordinated, competency-based curriculum to guide the operation of all literacy and job training courses, programs and services that enable adult learners to complete secondary school and/or to obtain and retain a job.

6. Establish standards of operation for all literacy and job training programs that receive public funds.

7. Establish a procedure for approving each program that receives public funds and for monitoring each program's compliance with established standards.

8. Develop interagency articulation agreements among all literacy and job training programs to facilitate the transfer of adult learners from one program to another and to facilitate the release and transfer of each student's transcript of academic participtaion and performance.

9. Publish a catalog of literacy and job training programs and services that describes the outcomes of and the support services provided by each program, the requirements for participating in each program, and the requirements for completing each literacy and job training program.

10. Establish procedures for regularly evaluating the delivery of all literacy and job training programs, using both qualitative and quantitative data.

11. Establish procedures for presenting annual evaluation reports to all program providers, to advisory boards of all literacy and job training, to the Governor and Council of State, to the legislature and to the general public.

12. Determine the attained competencies and learning needs of all currently enrolled adult learners.

13. Provide currently enrolled adult learners with plans of work describing the courses, programs and services available for mastering unattained literacy and job training competencies.

14. Identify those in the population of eligible adults that can be served with existing literacy and job training programs.

15. Identify existing programs and services that relate to specific adult learning needs that have been identified.

16. Describe learning needs that cannot be met by existing programs.

17. Compare the learning needs of eligible adults to the competencies taught in existing programs. Decide how to treat unmet needs.

EPILOGUE

This report points to the urgent need for restructuring and renewing this state's approach to planning and implementing literacy education programs for the 90's and beyond. What will be our response?

REFERENCES

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SECTION 14

"... it is appropriate now to clarify the status of the Vocational Textile School and the State Board of Community Colleges."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE BOARD OF TRUSTEES OF THE NORTH CAROLINA VOCATIONAL TEXTILE SCHOOL REQUEST THE GENERAL ASSEMBLY TO RECODIFY THE GENERAL STATUTES (ARTICLE 6, G.S. 115D) TO ACCOMPLISH AN UPDATE OF THAT PORTION OF THE COMMUNITY COLLEGE ACT TO THE END OF MAKING THE NORTH CAROLINA VOCATIONAL TEXTILE SCHOOL AN AFFILIATE INSTITUTION OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM AND FOR OTHER PURPOSES AND FOR THE STATE BOARD OF COMMUNITY COLLEGES TO ENDORSE AND SUPPORT THIS UNDERTAKING.

Adopted on May 18, 1990

The State Advisory Council on Vocational Education, hereinafter called "The Council" has had the essence of this recommendation under consideration for some time. As the record will show, The Council first discussed this matter at its February, 1989 meeting. Upon a written request of the Chairman of the Board of Trustees of the Vocational Textile School, the earlier recommendation was held over until the subsequent meeting. Indeed, the item has had some discussion at each Council meeting since February, 1989. Because the Council believes the recommendation of this paper is important and because the Council has not been made aware of any official movement to respond to the earlier proposed recommendation (even though the Council's staff has been told that the essence of this recommendation will likely be brought to the attention of the 1991 General Assembly), this recommendation is offered to the Board of Trustees of the North Carolina Vocational Textile School in hope that it will be of assistance in achieving the objectives in this paper.

The North Carolina Vocational Textile School was founded by the General Assembly in 1941 prior to the creation of the state's community college system in 1963. The Vocational Textile School began operating in 1943. During its operational history, the Vocational Textile School has produced more than 4,000 graduates in its forty-eight years without active overall state-level direction. The Vocational Textile School is located in Belmont on a twenty-acre campus. This specialized school provides job training and skills upgrading specific to textile manufacturing and related subjects.

Educational offerings include noncredit courses, seminars and workshops, continuing education and noncredit auditing of credit courses, as well as programs leading to certificates, diplomas, advanced diplomas, and the Associate in Applied Science Degree. Admission policies are similar to those of community college institutions. The Vocational Textile School has expanded its services to the textile industry by assisting a number of the state's community colleges in the offering of courses in the textile field.

For many years, state funds appropriated to the Vocational Textile School were channelled through the State Board of Education to the ten-member Board of Trustees (nine appointed by the Governor and the State Director of Vocational Education, ex officio). In the early 1970s, the funds appropriated by the legislature for the Vocational Textile School were assigned to the budget of the Department of Community Colleges, under the State Board of Education. In 1981, when the State Board of Community Colleges was created, the Vocational Textile School funding was transferred from the State Board of Education to the State Board of Community.

Article 6 of G.S.115D, the Community College Act, deals with the "Textile Training School," even though the North Carolina Vocational Textile School is not a community college institution. Nevertheless, state appropriated funds for that institution are curently channelled to it by the General Assembly through the Department of Community Colleges of the State Board of Community Colleges.

In earlier years, as was previously mentioned, the Vocational Textile School received state appropriated funds through the State Board of Education. Neither State Board has played an active role concerning the institution as neither board had or has statutory authority over the Vocational Textile School.

In recent years, a slightly more active role has been played by the Department of Community Colleges and the State Board of Community Colleges. Budget requests for the Vocational Textile School were sought by the Vocational Textile School through the Department of Community Colleges and the State Board of Community Colleges. Also, the State Board of Community Colleges, upon recommendation of the Department of Community Colleges, at its September, 1988 meeting, for example, granted approval of a $684,300 state funded construction project. Yet the State Board's Administrative Code makes no mention of the North Carolina Vocational Textile School.

The Council believes that it is appropriate now to clarify the status of the Vocational Textile School and the State Board of Community Colleges. Legislation should be recommended to define the Vocational Textile School as an "affiliate" institution of the North Carolina Community College system similar to the affiliate designation applied in the 1985 legislation to the North Carolina School of Science and Mathematics, under the Board of Governors of the University of North Carolina. The recommended legislation should include "housekeeping" recodification of the law as needed. Some areas to be clarified include terms of trustees, degree granting authority, and status of state director of vocational education as a member of the Board of Trustees.

The current practice of specific budget identification by the State Board of Community Colleges separate from the fifty-eight community colleges should be continued for the North Carolina Vocational Textile School. Any budgeted positions, however, for the Vocational Textile School should be

removed from the Department's budget and placed in a separate budget code used for the Vocational Textile School.

Accordingly, **THE COUNCIL RECOMMENDS THAT THE BOARD OF TRUSTEES OF THE NORTH CAROLINA VOCATIONAL TEXTILE SCHOOL REQUEST THE GENERAL ASSEMBLY TO RECODIFY THE GENERAL STATUTES (ARTICLE 6, G.S. 115D) TO ACCOMPLISH AN UPDATE OF THAT PORTION OF THE COMMUNITY COLLEGE ACT AND TO THE END OF MAKING THE NORTH CAROLINA VOCATIONAL TEXTILE SCHOOL AN AFFILIATE INSTITUTION IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM AND FOR OTHER PURPOSES AND FOR THE STATE BOARD OF COMMUNITY COLLEGES TO SUPPORT THIS UNDERTAKING**

SECTION 15

A "Skills Tracking System" for Our Work Force

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064

CHARLIE WIYGUL
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

April 9, 1990

The Honorable Bob Etheridge
State Superintendent of Public
Instruction
Education Bldg.
Raleigh, NC

Dear Bob:

I am sure you have heard of "Worklink" that is being promoted by certain business organizations in the country. Right now "Worklink" is being considered by ETS (the Educational Testing Service) for development. A brochure about this project is attached. It was recently sent to me by ETS after I inquired about "Worklink." My purpose in writing you is to suggest the possibility that you may have already developed a "Worklink" prototype in the Department of Public Instruction. I am, of course, speaking of VOCATS (Vocational Competency Achievement Tracking System). In view of this possibility, I want to offer the following recommendations:

That you ask ETS to review VOCATS to see

(a) if it could serve as a Worklink prototype, and
(b) that you bring to the attention of the Workforce Preparedness Commission an awareness of VOCATS.

Of course, Meg Murphy in the Division of Vocational Education is the person most responsible and knowledgeable about VOCATS. I trust you find these to be useful recommendations.

My best to you.

Sincerely,

Mike Latta

E. Michael Latta

EML

cc: Dr. Roger H. Jackson
Deputy State Superintendent

Dr. Suzanne E. Triplett
Assistant Superintendent
Research and Development Services

Dr. Clifton B. Belcher
Director, Division of Vocational
Education Services

bc: Meg Murphy

Attachment

- School climate should improve noticeably as students are motivated to be learners rather than time-servers.
- School/community relations will benefit because WORKLINK creates a direct and efficient partnership between schools and local businesses. ("Efficient" here means without numerous meetings.)
- School administrators will receive valuable group data from WORKLINK assessments on students' skills and interests for curriculum planning.
- Students and teachers will benefit from new and better approaches to assessment that will be introduced through the WORKLINK system.

How would individuals returning to the workforce have access to WORKLINK?

Community agencies, such as community colleges, in addition to high schools, could offer WORKLINK review materials, assessments, and data entry services so that these persons could easily use the system and build their own records.

How can all interested parties be assured that WORKLINK assessments will be fair and unbiased?

Fairness requires that all assessments be based on workplace requirements. This will be documented by reviews of representative panels from education, business, and industry. The use of descriptors of proficiency rather than numerical scores, and the avoidance of rank-ordered lists will add to fairness in the use of the assessments. All tests and assessments, however, must be screened by the above mentioned panels and must provide results that can be reported by levels of proficiency. Norm-referenced standardized tests that directly compare advantaged and disadvantaged students will not be part of this system.

PERSONAL WORKLINK RECORD
(Discussion Sample)

John Johnson
19 Main Street
Centerville, OH 49777
Home Phone: 217/434-1401

Date of Report 2/10/89
Soc Sec. 301-29-8726
Date of Birth 1/5/72
Age 17
Sex Male

Basic Fields (See reverse side for explanation of descriptors.)	Date	Demonstrated Knowledge/Skill Level	(T-test, R-teacher rating)
General Reading	9/88	Intermediate	T
Reading Tables/Chart	9/88	Intermediate/Plus	T
Business Arithmetic	1/89	Intermediate	T
Applied Science	12/88	Basic Plus	T
Applied Mathematics	1/89	Intermediate	T

Selected Fields	Date	Demonstrated Knowledge/Skill Level	
Business Communication - I	(1/86)	Intermediate Plus	R
Computer Information - I	(1/87)	Intermediate Plus	T
Keyboarding - I	(3/88)	Basic Plus	R
Electronics Info. - I	(3/88)	Basic Plus	T
Industrial Math - I	(2/89)	Intermediate	T

Education and Training	Date	Place	Verification Document Available (Y/N)
Now Completing 11th Grade	1/89	Central H.S.	Yes
Completed Life-Guard Training	7/88	YMCA	Yes
Maintained Class-Rank in Upper Half	6/88	Central H.S.	Yes

Work Experience	Date	Place	Verification Document Available (Y/N)
Retail Sales - Clothing	6/88-8/88	Robert Hall's	Yes
Restaurant - Waiter	6/87-8/87	Blue Heron Cafe	Yes
Volunteer Work	6/86-8/86	Mercy Hospital	Yes

Selected Work-Related Information

For evidence of -	See the following information on file -
Dependability	letters from principal and two employers
Leadership	report of class elections, letter from church youth minister
Punctuality	notice from school office (tardiness record)

Q. What can School and Business Leaders do to improve U.S. Education?

A. Endorse, support and use WORKLINK -

- *to recognize and reward attainment in schools*
- *to motivate and guide student learning*
- *to improve the workforce of tomorrow*
- *to obtain better human resource information today*

The WORKLINK Project

This initiative is a joint effort by the National Alliance of Business (NAB), the American Business Conference (ABC), and Educational Testing Service (ETS) to create WORKLINK, a record system that will report achievement in school, training, and work to business and industry: This new record system will provide students with an incentive to learn by making their achievement visible to potential employers, while providing better human resource information to business and industry.

Incentives to learn

As Al Shanker, the President of the American Federation of Teachers, has pointed out "Most kids act as though doing well in school is near the bottom of their list of priorities. They do the minimum, just enough to get by. Teachers and parents keep telling them it's important to study and get good grades because their futures depend on it. But the kids know better. Doing well in school *doesn't* make much difference."

No Link Between Schools and Business

Also, no effective communication system links education with business and industry. Business and industry are forced to look at other information and thus reinforce the students' judgments that schooling is irrelevant. Even when business seeks information, the yield is meager. WORKLINK will enable business to show students that their achievement counts.

WORKLINK — A Training and Experience Information System

The WORKLINK record system would link business and education and add more useful information. WORKLINK would encourage students to develop a competency and experience-based personal record. Students would compile their records at their own pace through the high school years and thereafter. These records would be readily accessed by employers.

Choices Offered

Students would select the fields in which they are assessed and approve all entries in the record. Assessments in prose reading, document reading, numeracy, applied mathematics, and applied science, similar to those used in workplace literacy surveys, could be selected.

Individual in Control

The individual would control his or her WORKLINK record; only attainment (not failure) would be recorded. Attainments would be reported from areas of a person's life and in a number of subject/skill fields identified by business and industry as relevant to employment. Students could select the fields they want to include in their records. Knowledge and skills would be reported via descriptions of levels of proficiency (basic, basic-plus, ...advanced-plus). *No* total scores or rank-ordered lists would be generated.

Direct Business Access

Employers would have access to WORKLINK records or to search the data base with a particular set of parameters based on job requirements if the records are computerized.

Beyond the Schools

WORKLINK records, begun in high school, could serve persons throughout their working careers with continual updates at a number of agencies in the community (JTPA, community colleges, etc.).

Key: Business/Industry Use

The WORKLINK system will only work with full support and widespread use from business and industry. The incentive to adopt this new record system will come from the advantages in the job market gained by students with a WORKLINK record over those who have no such record. Adoption of the WORKLINK system by school systems would depend on a shared understanding between local school boards and administrators and local businesses of the importance of recognizing school achievment in the workplace.

QUESTIONS AND ANSWERS ON "WORKLINK"

Will WORKLINK address the issue of national standards?

Yes. While the primary focus of WORKLINK is increased incentives for student learning, improved skills, and better information for employers, this new record system also represents a way to raise national standards. WORKLINK has the advantage of encouraging multi-level standards of proficiency, rather than one minimum standard, so that a person attaining one level would be motivated to seek the next level.

In what way does WORKLINK serve the individual?

WORKLINK enables individuals to -

- use all of their work and training-related experience to advance themselves
- control their own records both in terms of contents and use
- learn at their own pace and be tested when they are ready
- develop a record that directly reflects their attainments
- have ready access to potential employers
- put failure behind them and build on success

How would business access the WORKLINK system?

Earlier accounts of the WORKLINK concept described an ETS managed computerized data base which business could readily access. While this is still being explored, other ways of providing employers with ready access are also being considered. These include:

- hand carried WORKLINK records with specific references for verification
- use of WORKLINK records in public employment data bases
- use of WORKLINK records in private sector data bases already in operation

The possibility exists that several of these modes of access might be used.

Would WORKLINK hinder or help minorities?

WORKLINK will help all achievement-oriented individuals present themselves to potential employers as effectively as possible. Because the advantages of social networks and family influences are reduced by WORKLINK, the socially disadvantaged will gain real benefits. Also, WORKLINK assessments will report results in terms of what a person can do without comparing his or her performance to anyone else.

Would the liberal arts and the humanities suffer from the introduction of WORKLINK?

No. Much of the liberal arts and humanities curriculum, which is based on college entrance requirements and student interests, would remain unchanged. Liberal studies, which include writing, language, math, and science, directly relate to WORKLINK assessments by motivating students to become learners in certain areas. WORKLINK could help learning in other areas as well, because habits of learning apply across subject fields in what has been called "transfer of training".

Is WORKLINK likely to result in positive changes by increasing incentives to learn?

Yes. WORKLINK, when widely used by employers, is likely to motivate students to develop and demonstrate their proficiency in a number of areas. This increased motivation is likely to lead students to view teachers and classwork as a means to help them build a strong record. What students do in school will be recognized outside and will become more important in their eyes. Whenever performance assessment data are used in significant ways, individuals tend to make extra efforts to prepare themselves for these assessments.

What kind of assessments will be included in the WORKLINK system?

Assessments will include workplace proficiency tests, tests on basic skills/subjects (e.g. math and science) and assessments in other selected fields. Assessments will also include systematic teacher ratings of student work or performance under controlled conditions. All assessment results will be reported by verbal descriptors that tell what a person can do. Assessments will use materials from a number of publishers including, where feasible, state or locally mandated tests.

Is WORKLINK a temporary system for post-high school transitions or a life-long system?

Both. For some individuals, notably those going to four year colleges and/or professional schools, WORKLINK will serve primarily as a temporary system for employment before entering their chosen career. For many individuals, WORKLINK can serve as a life-long system to stimulate and record personal development. A WORKLINK file begun in high school could be updated through a community agency or a community college.

Will WORKLINK add to the work of counselors and other school staff?

Yes. In schools that adopt the WORKLINK program will require additional work from present staff in counseling, special instruction, and assessment and the assignment of a WORKLINK coordinator. These additions, however, will be directly related to the school's goals — developing and documenting the proficiencies of students. Building the WORKLINK record will be an important part of a career education program.

Will WORKLINK provide any benefits to schools to compensate for their additional responsibilities?

Yes. Schools will benefit in several ways: